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M.E. LAZERTE: CONTRIBUTIONS TO
TEACHER EDUCATION IN ALBERTA

by



DONALD MELKER MYREHAUG

A THESIS
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AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled " M.E. LaZerte: Contributions to Teacher Education in Alberta" submitted by Donald Melker Myrehaug in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

The prodigious developments of Alberta's early history resulted in the province's passage from an isolated hinterland to a sophisticated state. This transition occurred over the relatively short span of sixty years; consequently, change and innovation were at times abrupt and disconcerting. In the area of education, significant stages of development were evident throughout the period. A most notable event in the evolution of educational practice related to the integration of teacher education. In 1945, the newly established Faculty of Education assumed the responsibility for the preparation of all teachers in the province. This experiment was unique in Canada, thus projecting the Faculty of Education into a leadership role in teacher preparation.

The name of M.E. LaZerte is synonymous with developments in professional teacher preparation at the University. He, above all others, stands accountable for the University's efforts to provide an alternative to Normal School preparation. He served the University over a period of twenty years as Director of the School of Education, Principal of the College of Education and Dean of the Faculty of Education.

Initial efforts to incorporate teacher education within the University resulted in an extensive period of negotiation, rejection and indecision. Dr. Tory's first request, in 1911, received open rejection and over the

period from 1911 to 1928, direct appeals to the Provincial Government from the University, the Alberta Teachers' Alliance and concerned educators met unfavourable response.

A milestone in Alberta's teacher education was reached with the decision of the University to establish a School of Education in 1928. The School, designed for university graduates, became a College of Education in 1940. Thereafter students began teacher education in their undergraduate years, thus eliminating the degree requirement for enrolment in their programme.

The war years, 1939-1945, saw startling changes. The College of Education gave way to the first Faculty of Education in Canada in 1942. Such status had been a recommendation of the University Survey Committee, commissioned to investigate the operations of the University in 1941. This committee also recommended the integration of all teacher preparation under the Faculty of Education. The application of this proposal was a masterpiece in planning, and in 1945 integration was successfully completed.

LaZerte's contributions to teacher education extend beyond his role as chief administrator (1928-1949) to his role as theorist in teacher education programmes. The course of study he designed was soundly based on psychological and philosophical principles with emphasis on scientific research in education. Today the results of his work are evident all across Canada.

This thesis traces the career of M.E. LaZerte during his tenure in Alberta, shows the kinds of reforms which were effected in teacher preparation and describes the fight which he and others waged to provide professional teacher preparation in this province.

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CHAPTER I

INTRODUCTION

The history of teacher education in Alberta is a kaleidoscope of events and personalities. Alberta, a virgin area, a province of opportunity and expansion, was the antithesis of the want, oppression and stagnation from which many of its immigrants had fled. In this setting, the struggle for advancement gave rise to determined architects and builders of education. Upon the foundations prepared by these visionary and dedicated leaders, the structure of education in the province has evolved. Today, the phenomenal growth in quality and opportunity in education is a fitting illustration of the efforts of the pioneering individuals of this province.

In the area of teacher education there are numerous individuals who dedicated their lives to the goal of providing the best education possible. In the history of Alberta's Faculty of Education, the name of M.E. LaZerte, its first Dean, must tower over events and people.¹ The Faculty became the foremost teacher education institution in Canada,² developing over the years from an insignificant appendage of the Faculty of Arts and Science into its present role as a leader of educational research and teacher education. LaZerte spent twenty-one years as chief administrator of teacher education at the University and as a result left a deep mark on the direction of teacher

education in this province. Although his administrative decisions at the University were regarded as the blue-prints for teacher education, his personal involvement with prospective teachers has had an immeasurable influence on the course of education in the province. Indeed, LaZerte has spend sixty years of his life directly associated with education.³ The years he contributed as principal and inspector of schools and lecturer at the University plus his frequent appearances as speaker at conventions, on radio and in written articles brought him into close contact with the members of the teaching profession. The depth of his concern for teachers solidified his stance as an advocate of teachers' rights and status and his close association with the teachers' struggle for professional recognition. He was approached by the Department of Education officials to relinquish his ties with the teachers' association and to join the front of the school trustees. However, he refused to abandon the cause of teachers, who were "his people".⁴

The most significant event in the history of teacher education in Alberta occurred with the integration scheme of 1945. All teacher education thereafter was provided by the University Faculty of Education. The long period of growth leading to this event was characterized by the postponement of the inevitable - a Faculty of Education. The main participants in education were unable, for a variety of reasons, to accept the proposal of a

Faculty of Education. The Department of Education, by virtue of its relationship with the elected Government, was unchallenged in its control of education and was unwilling to immediately accept any provisions which would detract from or diminish this position of power. The Normal Schools of the province had by tradition supplied the candidates for the teaching profession and were also reluctant at that time to submerge self-interests for the betterment of education. The University of Alberta was not enthusiastic about the prospect of having teachers "trained" on campus where scholarly work was being pursued in the fields of pure arts and science. Thus the persistent pressure of the Alberta Teachers' Alliance (Association after 1935) and the often unpopular appeals of LaZerte in the Faculty of Arts and Science, were responsible for the first education for teachers at the University.

Statement of the Problem

Teacher education in the University of Alberta resulted in a dramatic change in attitudes and opinions related to the role of educators in this province. Teachers, who had been viewed as mediocre servants susceptible to the whims of employers and misinformed politicians, were transformed by the results of a university education into educational specialists with professional status. There is a need to explore the degree to which

LaZerte was responsible for this change. The central issues of this thesis will be focused on the following four questions:

- (1) To what extent was LaZerte responsible for the development of teacher education at the University of Alberta?
- (2) What were the significant events which occurred in Alberta which ultimately led to the integration of teacher education at the University of Alberta?
- (3) How was teacher education in Alberta carried out under the division of responsibility as executed by the Department of Education (Normal Schools) and the School and College and Faculty of Education at the University?
- (4) What were the circumstances of LaZerte's career which thrust him into the prominent role as proponent and architect of teacher education at the University?

Delimitations of the Study

The span of LaZerte's educational career makes it imperative to restrict this thesis to his involvement with teacher education. A description of his early life will be provided to establish the basis for the transition which took place when he embarked on his work at the University. Other than brief comments, no attempts will be made to investigate his involvement with other educational organizations, namely, the Alberta Teachers' Association,

Canadian Teachers' Federation, Canadian Educational Association, Canadian School Trustees' Association, Canadian College of Teachers, Educational Society of Edmonton or the Canadian Council of Educational Research or his work as Dean of Manitoba's Faculty of Education, representative at UNESCO, commissioner in Prince Edward Island, or member of the Edmonton Public School Board and City Alderman.

Need for the Study

Dr. H.T. Coutts and Dr. B.E. Walker compiled a short book on the work of G. Fred McNally, entitled G. Fred.⁵ On receiving a copy of this book, G.L. Berry wrote to Coutts and Walker on December 21, 1964, commenting on the writing of this book. He stated:

Much more of this sort of educational history should be done. There are others who should be "captured" while they are still with us, some like M.E. LaZerte, for his contribution to education; and others, like H.C. Sweet, for his wealth of anecdote and human touch that he brought to teaching.⁶

Although a momentous work has been completed by George Mann⁷ on the history of the Normal Schools and books have been written by J. Macdonald⁸ and L.G. Thomas⁹ on the history of the University, a study is warranted on the development of the Faculty of Education. This writer has chosen to combine the personal contributions of LaZerte with the history of teacher education at the

University of Alberta. The thesis is a natural extension of the earlier studies completed on educators in the province by LeRoy Wilson,¹⁰ Patricia Oviatt,¹¹ Barrie Oviatt,¹² and Marion Ruth Walker.¹³

This study is justified, firstly because the Faculty of Education has become the foremost educational institution of its kind in Canada, providing educational leaders in all fields of educational endeavor.

Secondly, the visionary and dynamic LaZerte agitated for change which not only resulted in improvements for the teaching profession but indirectly resulted in improvements in the quality of life for all of Alberta's citizens.

Review of Related Literature

As well as the aforementioned studies of the history of the University of Alberta completed by Macdonald and Thomas, an informative history of the University was written by President Newton.¹⁴ Macdonald summarizes the early years of the University, Thomas tells the story of the University during the war of 1939-1945, and Newton reiterates the major events which occurred at the University from 1906 to 1964.

Although there are a few studies completed on the history of the University, a number of works deal with education in Alberta. J.W. Chalmers has provided extensive

and priceless histories of the teachers and schools of the province in his books, Teachers of the Foothills Province¹⁵ and Schools of the Foothills Province.¹⁶ The latter is dedicated to LaZerte, illustrating the recognition of his contributions by the A.T.A., which sponsored this project. W.D. McDougall¹⁷ completed a project for the Educational Society of Edmonton wherein he narrates its activities. He also wrote an account of his own school experiences entitled, "In and Out of the Classroom, 1914-1964",¹⁸ which sheds light on the teaching circumstances of the first half of this century.

The book, G. Fred, provides an informative account of McNally's experiences and proved to be useful in analyzing the climate of society during LaZerte's tenure.

The study of Alberta's Normal Schools by G. Mann¹⁹ provides an excellent account of the activities in these institutions which dominated the early education of teachers in Alberta. The studies by Wilson,²⁰ P. Oviatt,²¹ B. Oviatt,²² Walker,²³ Patterson,²⁴ Goresky,²⁵ and Lupul²⁶ give important insights into the personalities and educational programmes in Alberta's history.

Alberta's history was influenced by local and international situations which also affected the course of instruction in the province. There were three political regimes in power during LaZerte's Alberta career, namely, Liberal, U.F.A. and Social Credit. Thomas,²⁷ Irvine,²⁸

and Irving,²⁹ analyze the political philosophies associated with these political parties - philosophies which expound differing priorities within society and in connection with education.

While several of these studies have touched on the central issues of change in teacher education in the province, none has concentrated on the rise of teacher education at the University of Alberta. Thus it is the objective of this thesis to explore in detail the events which led to the establishment of the Faculty of Education under the leadership of M.E. LaZerte.

Content Organization

Chapter II deals with LaZerte's early life, giving an outline of his education and the circumstances which ultimately led to his career in education in Alberta. It examines his promotions from teacher to principal and finally inspector, and analyzes the events which led to his resignation from the Department of Education.

Chapter III examines the background events which led to the establishment of the School of Education at the University of Alberta. A description is provided of the various overtures to the Government requesting a Faculty of Education and the respective responses of the Government to these requests.

Chapter IV is concerned with LaZerte's initial years in the University, the personal efforts he extended

to expand his education, and the formation of the School of Education. An account is provided of the problems and organization of the School of Education which were the responsibilities of the Director, M.E. LaZerte.

Chapter V discusses the changes which occurred in the structure of the School of Education as it was replaced by the new College of Education with its associated independence and optimistic future. The College of Education met the same fate as the old School of Education following a very short period and gave rise to the long-sought-after Faculty of Education.

Chapter VI is a treatment of the political negotiations initiated by the University Survey Committee to have a Faculty of Education established. The chapter deals with the changes brought about by this new status, and explains the influences of the war on the training of teachers at the University.

Chapter VII examines the Faculty of Education as the sole teacher educating institution in the province. It deals with the problems related to consolidation of teacher training, the relationship between the U. of A. and the Calgary branch of the Faculty of Education and the problems relating to educating teachers in the midst of acute teacher shortage. LaZerte's retirement is examined in light of the developments which had occurred

in teacher education up to the year 1950.

Chapter VIII is a summary of the contributions made by LaZerte to teacher education in this province. It strives to isolate the major events in the evolution of teacher education and to depict the areas where the mark of LaZerte has been stamped on education.

Source Material

The major sources of information for this thesis were the University of Alberta records available at the University of Alberta Archives. The most important of these were the files of the Presidents' Papers. Presidents Tory, Wallace, Kerr and Newton all retained papers related to education and related directly to LaZerte's activities. Realizing the possible incompleteness of these files, supplementary data were collected from the Minutes of the Faculty of Education, the Board of Governors' Reports, The University Senate Minutes, the U. of A. Calendars, U. of A. yearbooks, newspapers, periodicals, namely The A.T.A. Magazine and the Alberta School Trustees Magazine, and interviews with associated educators. These sources were necessary to clarify the multitude of events in which LaZerte was involved as the head of teacher education in the University.

CHAPTER I

FOOTNOTES

¹ The A.T.A. Magazine, Editorial entitled, "Canada's Best," May, 1956, p.4.

² Ibid.

³ LaZerte completed his teacher training in 1910, and then proceeded to occupy a host of positions related to the educational field.

Positions Held

1910-13 Elementary and Secondary teacher, Principal.
 1913-24 Inspector of Schools.
 1924-50 Faculty, University of Alberta.
 1928-40 Director, School of Education.
 1940-42 Principal, College of Education.
 1942-50 Dean, Faculty of Education.
 1952-55 Research Director, Canadian School Trustees' Association.
 1956-59 Dean, Faculty of Education, University of Manitoba.
 1959-60 Commissioner of School Finance Study, Prince Edward Island.
 1939-50 Chairman, Canadian Council of Educational Research.
 1960-62 Alderman, City of Edmonton.
 1962-71 Member of the Edmonton Public School Board.
 1963-66 Chairman, Edmonton Public School Board.
 1937-39 President, Alberta Teachers' Association.
 1938-39 President, Canadian Teachers' Federation.
 1948-49 President, Canadian Education Association.
 1950 Canada's representative at UNESCO.
 1963 Received an Honorary L.D., University of Alberta.

Taken from the official publication of the Edmonton Public School Board at the opening of M.E. LaZerte Composite High School, November, 1970.

⁴ Interview with Dr. LaZerte in Edmonton, February 15, 1972.

⁵ H.T.Coutts and B.E.Walker, G.Fred, Don Mills: J.M.Dent, 1964.

⁶ Correspondence relating to the writing of G.Fred, Folio-4-69-14, University of Alberta Archives. Letter to H.T. Coutts and B.E.Walker from G.L.Berry, December 21, 1964.

⁷ George Mann, "Alberta's Normal Schools," Unpublished M.Ed. thesis, University of Alberta, 1961.

⁸ J.Macdonald, The History of the University of Alberta, 1908-1958, Toronto: W.J.Gage, 1958.

⁹ L.G.Thomas, University of Alberta in the War of 1939-45, University of Alberta, 1948.

¹⁰ L.J.Wilson, "Perren Baker, the U.F.A., and Education," Unpublished M.Ed. thesis, University of Alberta, 1970.

¹¹ P.Oviatt, "The Educational Contributions of H.C. Newland," Unpublished M.Ed. thesis, University of Alberta, 1970.

¹² B.Oviatt, "William Aberhart as Minister of Education," Unpublished M.Ed. thesis, University of Alberta, 1971.

¹³ M.R.Walker, "John Walker Barnett-First General Secretary of the Alberta Teachers' Association," Unpublished M.Ed. thesis, University of Alberta, 1969.

¹⁴ R.Newton, "I Passed this Way, 1889-1964," Memoirs Of President Newton, University of Alberta Archives.

¹⁵ J.W.Chalmers, Teachers of the Foothills Province, University of Toronto Press, 1968.

¹⁶ J.W.Chalmers, Schools of the Foothills Province, University of Toronto Press, 1967.

¹⁷ W.D.McDougall, The First Forty Years, 1927-67. Education Society of Edmonton, Centennial Project, 1967.

¹⁸ W.D.McDougall, "In and Out of the Classroom-1914 to 1964," Unpublished Memoirs, University of Alberta Archives, 1969.

¹⁹ George Mann, op.cit.

²⁰ L.J.Wilson, op.cit.

²¹ P.Oviatt, op.cit.

²² B.Oviatt, op. cit.

²³ Marion Walker, op. cit.

²⁴ R.S.Patterson, "The Establishment of Progressive Education in Alberta," Unpublished Doctor of Philosophy thesis, Michigan State University, 1968.

²⁵ I. Goresky, "The beginning and growth of Alberta's School System," Unpublished M.Ed. thesis, University of Alberta, 1944.

²⁶ M.R.Lupul, "Relations in Education Between the State and the Roman Catholic Church in the Canadian North-West with Special Reference to the Provisional District of Alberta, 1880-1905," Unpublished PH.D. thesis, Harvard University, 1963.

²⁷ L.G. Thomas, The Liberal Party in Alberta. Toronto: University of Toronto Press, 1959.

²⁸ W.Irvine, Farmers in Politics. Toronto: McClelland and Stewart, 1920.

²⁹ J.Irving, The Social Credit Movement in Alberta. Toronto: University of Toronto Press, 1959.

CHAPTER II

LAZERTE'S EARLY EDUCATIONAL CAREER

Milton Ezra LaZerte, gentleman, scholar, teacher and master of the greatest art. The extent to which he has affected the quality of the day for countless persons during a lifetime devoted to education and public service can never be measured. We in Alberta are most fortunate and grateful that he chose to sojourn among us.¹

The above eulogy aptly summarizes the stature of one of Canada's leading educators. Dr. M.E. LaZerte, through his distinguished career in public service for this country, has received numerous tributes for his tireless and unselfish contributions. The honours have been showered upon him by associates and acquaintances who are fully cognizant of his devotion to the development of higher quality education in the Province of Alberta. The extent of his achievements will be in part recognized by the development of this thesis. It is beyond the scope of this study to deal with all aspects of his life and work which warrants recognition; however, a study of his major contributions and that of his contribution to teacher training and development in this province will be undertaken.

It is the purpose of this chapter to examine the influences of LaZerte's early life in order to determine the sequence of events which ultimately led to his career in teacher preparation in the Province of Alberta. The chapter will focus on his early education; his work as a school inspector; his experiences in graduate study and the circumstances of his entrance into education at the University

of Alberta

LaZerte's career in teacher education had its roots in his early years. He was born on June 13, 1885, at Dixon's Corners (near Iroquois), Ontario, the son of James Thomas and Mary Jane (nee Thompson) LaZerte.² He attended public school in Ontario during the period of our country's early development, a period when public attitude clearly dictated a short educational career for most boys and girls. The completion of grade eleven generally meant the end of formal school; most young people left earlier. Many Grade XI students found themselves in the Ontario Normal Schools preparing for a teaching career.³ LaZerte, however, completed Grade XII and then enrolled in the University of Toronto.⁴

Previously, he had acquired some lasting impressions of the teaching profession as it was then constituted. He concluded that teachers graduated by the Ontario Normal Schools were not adequately prepared and could not warrant the recognition or status of professionals. He considered teaching but hesitated to become identified with the inadequately prepared teachers so prevalent at that time.⁵

A situation where he could put his teaching ambitions to a test occurred following his first term at the University of Toronto when he was hired to teach at the school he had left only ten months before. The regular teacher had become ill and LaZerte assumed control for the remaining two months of the term.⁶ There were fifty-five pupils in

grades one to nine in this one room school, including three of his own brothers and sisters.⁷

Following this experience, Dr. LaZerte returned to the University of Toronto and received a B.A. degree in 1909 in honours mathematics and physics.⁸ Upon graduating, he tried his hand in the business world. For the seven months between May 1909 and January 1910, LaZerte worked at the task of learning the administrative responsibilities of a manager of a woollen factory.⁹ This experience in business was only a brief interruption in his continuing interest in education. His concern for education from that point onward became the dominant force of his life.¹⁰

LaZerte's Teaching Career

Reaching Alberta in January, 1910, young LaZerte enrolled at the Calgary Normal School and graduated four months later.¹¹ This short term provided no additional training in the fields of mathematics and physics which he was hoping to teach. One of the two students who had a University degree, he possessed an enviable background in these subjects. The Principal of the Calgary Normal School, Dr. Coffin, however, was a specialist in English and Psychology and emphasized the methodology of teaching English in schools.¹² LaZerte related that his early immersion in mathematics and physics was disregarded.

Following his training at the Calgary Normal School, he was hired by the school board at Hardisty, Alberta.¹³

The acceptance of this job created some rather interesting circumstances, as Dr. LaZerte relates:

I lived in a dingy room over a restaurant. I ate my meals at the restaurant and they were terrible. I didn't complain about the meals. I managed through that all right. But I couldn't stand the sleeping quarters. They were something else. I told the school board that I had never seen anything like that before in my life and that I had to move. They said to sit still for a day or two and they'd do some thinking. They came up and said they would furnish the back room of the firehall for me. But I had to be the chief of one fire engine and the neighbour across the street would be the chief of the other. That's what was worked out and that's where I lived for the rest of the year.¹⁴

LaZerte continued his teaching career as principal at Medicine Hat, Alberta.¹⁵ During this period, the neophyte administrator became involved in the preparation of provincial examinations. The school inspector, Mr. Brown, had observed LaZerte at work in his mathematics classroom, and being favourably impressed he notified the Department of Education that LaZerte should be considered for this assignment.¹⁶

LaZerte related that the time spent in teaching at Medicine Hat was very gratifying and that student accomplishment in his classes was very rewarding.¹⁷ This sentiment was also expressed by J.W. Brown, the inspector who submitted the following report to the Department of Education:

The new Alexandra High School in Medicine Hat is one of the finest in the province. Twenty-seven teachers are employed, being an average increase of two per year during the past nine years.¹⁸

LaZerte's Career as School Inspector

In the fall of 1913, LaZerte's career took an abrupt turn when his services were requested by the Department of Education. He related that he had no intentions whatever of leaving teaching and certainly had never considered the prospect of becoming a school inspector.¹⁹ His first appointment as inspector came as a surprise to him. The inspector at Medicine Hat was contacted by the Department of Education and he in turn approached LaZerte, expecting an almost immediate response. In the next few hours, LaZerte pondered the request and then accepted the position, not knowing what the job was even about.²⁰ He stated that the recommendation for his appointment originated with Brown as a result of his success in the classroom and the obvious enthusiasm of his students.²¹ LaZerte explains his introduction to his job as follows:

I was appointed Inspector of Schools on December 1, 1913. I came to Edmonton and wandered around, visiting schools with Jimmy Fife. I returned to Medicine Hat for the Christmas holidays to pack my stuff and get ready and on Christmas Day I got a wire from the Department of Education instructing me to be in Calgary the next morning at 8:00 at the Yale Hotel to meet Alf Fiddler. He was going out as the official Reeve of the Village of Carbon and I was going as the Official Trustee of the Village. In my first job as Official Trustee in the Village of Carbon, I knew nothing. I didn't even know what an inspector was. I didn't know what an Official Trustee was. I didn't know anything about how many books or how many libraries the Village of Carbon had but I had a good tutor in Alf Fiddler and I lived through it and that was my first job.²² (as inspector)

As the inspector in Bassano, an Inspectorate which was organized toward the end of 1913, Dr. LaZerte began nine

years of service for the Department of Education.²³ The Inspectorate covered a vast area, there being no schools within a twenty mile radius of the Town of Bassano.²⁴ For the first year he conducted his inspection transported by horse and buggy but in the following year he enjoyed the advantages of an automobile.²⁵ It is indeed easy to understand how an automobile could be an asset in an inspectorate which had an area of 8,000 square miles; however, at that time road conditions often made a horse and buggy much more reliable. LaZerte stated that the standard survival kit of a car-driving inspector consisted of a spade, block and tackle, rubber boots, hammer and nails and a sturdy stake. When the car became entrenched in one of the numerous mud holes, the only method of freeing the car was to drive a stake into the ground, attach the block and tackle and slowly winch the car out. In certain areas this situation could be faced as frequently as three times in one day.²⁶

G.F. McNally has suitably expressed the frustrations and rewards of a school inspector during those years:

Inspection in those days was a hard life, but to the dedicated man the opportunity to kindle the spark of ambition in some pupils, to encourage and build the morale of the teachers, and to spread the gospel of sacrifice for their children to parents was beyond price. I regard my four years of inspection service as among the most rewarding of my life - an experience I would not willingly have missed.²⁷

LaZerte was thus involved in the seemingly impossible task of improving education in rural schools. He relates that the greatest criticism of the rural school situation

was that of the general inefficiency and lack of definiteness and standards. He often faced apathy towards the improvement of the school and could do very little about it. In such circumstances he would recommend, with tongue in cheek, that the local school board furnish a plaque for prominent display in the school where the grade achievements of all students could be displayed. It was thought that such public knowledge would become an embarrassment and possibly a motivating force for parents to see that their children received a more complete education.²⁸ The annual reports from school inspectors were usually as positive as possible; however, LaZerte was known as an inspector who called a spade a spade. He wanted to get on with the job of rectifying whatever educational problems existed and was not interested in painting false pictures. In his annual report of 1916, LaZerte states:

There are too many cases where the little mound of earth serves to mark the grave of the seed or of the early departed plant.²⁹

The schools at this time were staffed by a vast number of permit holders and in many cases teaching did not take place during the winter months.³⁰ The inspectors, however, were not idle at this time. Their attention was turned toward provincial educational policy which was encouraging consolidation of the small school districts. J.W. Chalmers explains this phenomenon as follows:

In 1915 and 1916 the school consolidation movement swept across Alberta like a prairie fire with 10 to 15 new districts formed every year until 1919. Then

the movement faltered: four only in 1920, two in 1921, one the following year and not until 1931 was there another which died at the tender age of two.³¹

LaZerte related that the school consolidation movement was a contentious issue in many areas. In areas where farmers were organized and had the ability and experience to question and debate the issue, there was considerable trouble in passing the consolidation issue. In other areas it passed without conflict.³²

LaZerte used many techniques throughout his term as a school inspector, always with the objective of improving the instruction and achievements of the students. He often made arrangements with the teacher to conduct a series of tests for the classroom. In order to remove any suggestion that he was evaluating the teacher's performance, he made it clear that the tests were in no way a reflection on what was being taught that year but rather an examination of what had been learned over the number of years that the child was in school. He gave the children the results of the test and said he was going to test them again later on in the year. The results of the next test usually revealed remarkable progress on the part of the students. LaZerte stated that the teachers were clearly pleased at the increase in motivation generated by these tests.³³

The traditional method of teaching resulting in students memorizing their textbooks was a constant problem. LaZerte relates that on one occasion he wrote a passage from a textbook onto the blackboard, omitting every other word.

The students seemed little concerned as they could read the passage word for word because of past memorization. This experiment, he related, was enough to alert the teacher that the techniques for learning that she employed were unsatisfactory.³⁴

In a later inspectorate, Dr. LaZerte even used the convention to provide a practical learning experience for the teachers in the area. He arranged to have one of the highly proficient teachers of the inspectorate demonstrate teaching in a regular classroom situation for one half day each day of the three day convention. LaZerte, himself, undertook the task of testing the students.³⁵

During the years that LaZerte was an inspector he served in Bassano, Strathmore, Macleod, Edmonton and Vegreville.³⁶ His work as inspector was interrupted by the war of 1914-1918. Enlisting in the Canadian Army, he served from 1915 to 1917 with the 78th Field and 5th Siege Batteries.³⁷ Following the war, he assumed the temporary inspectorate at Strathmore and then was appointed to Macleod. He had been somewhat disappointed that he could not obtain an urban inspectorate and was determined to improve his credentials through a refresher course.³⁸ Thus in the summer of 1920, he decided to attend summer school in Chicago. This decision had a profound effect on his future, for while attending that quarter he came into contact with the prominent psychologist, Charles Judd. LaZerte stated that his choice of Chicago as opposed to Stanford or Columbia was one of the most significant events of his life. The exposure to Judd helped to

crystalize his thinking in matters pertaining to the education both of the child and also of the prospective teacher. According to LaZerte, Judd's startling approach can be summarized in the following query: What are the mental processes that are affecting the behavioral responses at any given moment? LaZerte was convinced that the education of students in Alberta as it was being carried out was not education at all. He came to realize that the true function of a teacher was to isolate and determine the reasons for a response of the child based on his mental processes. As normally understood an incorrect answer was sheer stupidity and not a function of the mental process at all.³⁹ Charles Judd wanted to know what was going on in the student's head. LaZerte became so impressed with this new common-sense approach to psychology that he decided he was either going to get some of this training or get out of education.⁴⁰ He did in fact make the former a reality when he studied for his doctorate at Chicago under Judd.⁴¹

While in Chicago, LaZerte received a letter from the Department of Education stating that he had been transferred from Macleod to Edmonton. Dr. LaZerte explains the immediate dilemma he was facing in regard to the letter he had received:

"You will be inspecting grades one, two and three and you will be combining work on grades seven, eight and nine."

I said, "Good heavens, I have done enough inspecting to know what the primary period is like, and I certainly don't have any specialty there." My field was specializing in senior high school math and science.

So I went to the head of the Kindergarten Department in the University of Chicago and stated my problem to her. I told her I was going to a job I knew nothing about and asked permission to take a kindergarten primary course as an extra. She gave me that permission and I took the course. And I would say that it saved my life when I got into the City of Edmonton because I was at home with the primary teachers. I didn't have all the answers, but I had more questions than they could answer. And when I left the City of Edmonton I felt that I had never had a group of friends and teachers so great as that group was. Ever since then I respected the Edmonton primary teachers for their teaching efficiency and for their loyalty. There were some poor teachers among them but there were some excellent primary teachers.⁴²

The transfer of LaZerte to the Edmonton Inspectorate was due in part to the reorganization of the inspection of Alberta's schools.

In August, 1920, the Department of Education in response to the demand by the urban school boards of the province decided upon the policy of providing more complete inspection of city schools. The decision was important from the standpoint of the Alberta school systems in as much as it militates against decentralization and a system of local inspectors and maintains the traditional Alberta system of centralization.⁴³

Inspector Fife of Edmonton was transferred to Fort Saskatchewan and the two vacancies in Edmonton were filled by G.S. Lord and M.E. LaZerte.⁴⁴ The appointment to the Edmonton Inspectorate had come in the stage of the latter's career when most men his age would be looking for security and a permanent home life. LaZerte had married Hazel Alma Batchelor, of Emerson, Manitoba, on February 25, 1918,⁴⁵ and now was settling into his job of inspecting the City schools and caring for his family. However, the political scene changed in 1921 with the election of the United Farmers

of Alberta and the security of jobs among the provincial civil servants was radically altered. The educational scene in Alberta received a severe jolt, as illustrated in the following comments by Chalmers and LeRoy Wilson:

This early expansion suffered an abrupt and unforeseen reversal in 1921, when the United Farmers of Alberta Government seized on the post-war recession as an excuse to halve the number of inspectors. Some positions, such as that of supervisor of schools among foreigners, were abolished⁴⁶

The following year, 1921, ushered in at a time when pessimism was prevalent amongst all classes of society, was the low point in the educational record of the U.F.A. Government. Grants to schools and the University were reduced, the school inspection staff was reduced from 39 to 14, Edmonton Normal School closed, as did two agricultural colleges, loans to teacher trainees were reduced and free summer school for teachers was discontinued.⁴⁷

The Alberta Teachers Alliance had been vociferous in its support for thorough school inspection and continued to oppose any suggestion that the inspectoral staff of the province be reduced. In keeping with this conviction, the A.T.A. passed the following resolution following rumors that the Government did intend to reduce the staff:

Whereas, in the opinion of this Annual General Meeting the services rendered by the Departmental School Inspectors are of great value to the cause of education in the province, more especially in rural districts and in connection with the large number of young and inexperienced teachers leaving Normal Schools in securing greater efficiency in the work of teachers and the organization and management of schools: and whereas the present staff of inspectors is barely sufficient in number to render these services as fully as might be desired, and whereas a reduction of the number of inspectors would in the opinion of this Annual General Meeting result in a very serious loss to the school public,

Be it resolved that the Minister of Education be strongly urged not to make any reduction in the present staff of school inspectors.⁴⁸

The resolution of the A.T.A. appeared to have little influence on the decision of the Government. The farmer-oriented Government placed its priorities on the development of rural areas and as such the inspectorship of city schools ceased to exist. In 1923, the Annual Report of the Department of Education indicates that:

No particular inspector is now held responsible for the inspection of the public schools of the four cities of Edmonton, Calgary, Lethbridge and Medicine Hat.⁴⁹

The policy of the Provincial Government was outlined in an article written in the Edmonton Bulletin and subsequently published in the A.T.A. Magazine in July, 1923. Chief Inspector, G.W. Gorman, the spokesman for the Government, stated:

Inspection of schools by provincial officials will be discontinued in the cities to a considerable extent. It is the hope that there will be some inspection of city schools during the winter months when it is impossible for many rural inspectors to make their rounds in the country.

By discontinuing inspection in the cities to the extent of five officials the Department hopes to overcome to some extent the curtailment of inspection in the outlying parts of the province.⁵⁰

Wilson quotes Mr. Baker as saying, "No one regretted more than I did the necessity for curtailing the inspection service but governments, like individuals, must cut the garments to fit the cloth."⁵¹

Dr. LaZerte was thus forced to vacate his inspectorate in Edmonton and was assigned to Vegreville in 1923,

resigning a year later.⁵² In 1924, the following appeared in the Department of Education Annual Report:

At midsummer the Department lost two of the very best inspectors in the service; Messrs. M.E. LaZerte, M.A., and A.J. Watson, B.A. the former to accept a lectureship in Edmonton at the University of Alberta. Both possessed splendid academic and professional equipment backed by successful teaching experience. Their work as inspectors was marked by aggressiveness, tact, good judgment and real intelligence.⁵³

To a man of thirty-eight, with a wife and family, the decision to resign was a major one. However, Dr. LaZerte accepted a substantial reduction in salary and the loss of years of seniority in the Department of Education to begin a new career as lecturer and graduate student at the University of Alberta.⁵⁴

Summary

As a young student, Dr. LaZerte had ambitions to become a teacher and worked diligently to achieve this goal. Success in the classroom, however, only served to hasten his exit from classroom teaching. LaZerte's teaching career was shortened by his unexpected appointment as a school inspector, a position he filled with similar dedication and distinction.

LaZerte's introduction to the psychological methods of Charles Judd rekindled within him a spark of hope for the teaching profession and was instrumental in charting the emphasis that he was to place on teacher development in the future. The election of the U.F.A. Government and its

subsequent economic policy as applied to education in the province resulted in the dramatic change which placed Dr. LaZerte into a different stream of educational endeavor.

CHAPTER II

FOOTNOTES

¹ T.C.Weidenhamer, "The Greatest Art,A Tribute to Dr.M.E.LaZerte," Alberta School Trustees Association Magazine, December, 1971, p.14.

² "A.S.T.A. Interviews Dr. M.E.LaZerte," A.S.T.A. Magazine, August, 1970, p.25.

³ Interview with Dr. M.E.LaZerte in Edmonton, February 15, 1972.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ "A.S.T.A. Interviews Dr. M.E.LaZerte," A.S.T.A. Magazine, August, 1970, p.26.

⁸ Ibid.

⁹ Interview with Dr. M.E.LaZerte in Edmonton, February 15, 1972.

¹⁰ Ibid.

¹¹ Ibid.,Dr. LaZerte stated that he was advised that if he were going west, to go as far as possible. He said he was grateful for this advice because Alberta, only five years old, was just starting to develop.

¹² Ibid.

¹³ Ibid.,Dr. LaZerte indicated that many students were being hired for the pitifully low wage of \$720.00 a year. He said he refused to work for that amount. He was one of the final students to obtain a position due to this attitude. Dr. Coffin finally received notice of the Hardisty job at \$900.00 a year and he notified Lazerte,who quickly accepted it.

¹⁴ "A.S.T.A. Interviews Dr.M.E.LaZerte," A.S.T.A. Magazine, August, 1970, p.30.

¹⁵ Interview with Dr. LaZerte in Edmonton, February 5, 1971. LaZerte began teaching in Medicine Hat on January 1, 1911 and remained on the staff until December 1, 1913.

¹⁶ Ibid.

¹⁷ Interview with Dr. LaZerte in Edmonton, April 8, 1972.

¹⁸ Alberta, Department of Education, Annual Report, 1911, p.71.

¹⁹ Interview with Dr. LaZerte in Edmonton, February 15, 1972.

²⁰ Interview with Dr. LaZerte in Edmonton, April 8, 1972.

²¹ Ibid.

²² A.S.T.A. Interviews Dr. M.E. LaZerte, A.S.T.A. Magazine, August, 1970.
In an interview on April 10, 1972, LaZerte stated that the only preparation he received for the position was to follow Mr. Fife around to the rural schools surrounding Edmonton for a few weeks prior to Christmas in 1912.

²³ Alberta, Department of Education, Annual Report, 1913.

²⁴ Interview with Dr. LaZerte in Edmonton, February 15, 1972.

²⁵ Ibid.

²⁶ Interview with Dr. LaZerte in Edmonton, April 10, 1972.
LaZerte stated that the inspectorate he covered was approximately 100 miles by 80 miles, stretching from Strathmore in the west to an area 10 miles east of Brooks in the east and from the Red Deer River in the north to Retlaw in the south.

²⁷ H.T. Coutts, B.E. Walker, G. Fred, The Story of G. Fred McNally, p.37.

²⁸ Interview with Dr. LaZerte in Edmonton, April 10, 1972.

²⁹ Quoted by J.W.Chalmers, School of the Foothills Province, p.51.

Not all of LaZerte's reports however, were critical. In the 1916 Annual Report of the Department of Education, LaZerte had this to say. "The work of this inspectorate has never been as satisfactory as it was during the year that just closed. The knowledge of our country and trails gained during the previous two years, the personal contact with boards and greater intimacy with business affairs in the districts, and growing cooperation of the school officials in the matter of opening schools, securing teachers and enforcing the School Attendance Act, together with their more apparent willingness to equip and maintain the school in accordance with the recommendations of the Department; these are factors that have increased the efficiency of our work during the year."

³⁰ Interview with Dr. LaZerte in Edmonton, April 10, 1972.

³¹ J.W.Chalmers, Schools of the Foothills Province, p. 177.

³² Interview with Dr. LaZerte in Edmonton, February 15, 1972.

³³ Ibid.

³⁴ Interview with Dr. LaZerte in Edmonton, April 10, 1972.

³⁵ Ibid., This unique convention experience took place when LaZerte was inspector at Vegreville, 1923-24.

³⁶ Interview with Dr. LaZerte in Edmonton, February 15, 1971. LaZerte stated he was inspector in Macleod (1919-1920), Edmonton (1920-1923) and Vegreville (1923-1924). In the President's Papers found in the University of Alberta Archives, it is indicated that LaZerte was an inspector in Strathmore also. LaZerte stated that he was in Strathmore for approximately one month before being sent to Macleod.

³⁷ A publication of the Edmonton Public School Board at the opening of the M.E.LaZerte Composite high School, November 27, 1970. In the A.T.A. Magazine of November 1927, it is reported that LaZerte served over a year and a half with the colors. In the Department of Education, Annual Report, LaZerte gave the 9th, 10th and 11th report from 1914 to 1916. It is thus reasonable to assume that LaZerte served in the army during the years of 1917 and 1918.

38 Interview with Dr. LaZerte in Edmonton, April 10, 1972. LaZerte had applied at Lethbridge for an inspector's position but his application was not accepted because it was felt he had been away from inspecting too long to warrant an urban appointment.

39 Interview with Dr. LaZerte in Edmonton, April 10, 1972.

40 Ibid., February 15, 1972.

41 Ibid., April 8, 1972.

42 "The A.S.T.A. Interviews Dr. M.E.LaZerte," A.S.T.A. Magazine, August, 1970, p.31.

43 Alberta, Department of Education, Annual Report, 1920, p.107.

44 Ibid., p.69
G.S.Lord and LaZerte were jointly responsible for this inspectorate. Lord was to inspect grades 4,5 and 6, LaZerte grades 1,2 and 3, and they were to look after grades 7,8 and 9. together.

45 Programme for the opening ceremonies of the M.E.LaZerte Composite High School. p.2.

46 Chalmers, op.cit., p.371.

47 Leroy Wilson, "Perren Baker, the U.F.A., and Education." Unpublished M.Ed. thesis, University of Alberta, 1970, p.67.

48 A.T.A.Magazine, April, 1923, p.18.

49 Alberta, Department of Education, Annual Report, 1923, p.52.

50 A.T.A.Magazine, July, 1923, p.5.

51 Wilson, op.cit., p.119.

52 Interview with Dr. LaZerte in Edmonton, February 15, 1972. LaZerte met the Deputy Minister of Education and asked what they proposed to do with him. LaZerte was told that he could have the choice of the inspectorates at Fort

Saskatchewan or Vegreville. He asked which one was the furthest away. When told Vegreville, he said, "Good, I'll take it." He wanted to get as far away from the seat of government as possible.

⁵³ Alberta, Department of Education, Annual Report, 1924, p.46.

⁵⁴ Interview with Dr. LaZerte in Edmonton, February 15, 1970.

CHAPTER III

THE BACKGROUND TO THE ESTABLISHMENT OF
THE SCHOOL OF EDUCATION

Prior to the establishment of the School of Education, the University of Alberta did not become extensively involved in the preparation of teachers. LaZerte did become associated with educational courses which were provided in the Faculty of Arts;¹ however, the idea of a university training for all teachers at this time was not being seriously considered. A gigantic task faced the few idealists who believed that such a programme could become a reality. LaZerte, who joined the staff of the University in 1924,² became a central figure in the negotiations and preparations for the new School of Education.

This chapter will examine the history of events which ultimately led to the establishment of the School of Education. The central issue involved the role of the Department of Education in the protracted negotiations leading to this realization.

The involvement of the University with education courses has a history dating back to 1911. President Newton states, "Dr. MacEachran began teaching the philosophy of education as an Arts course in 1911." This was at the suggestion of Dr. H.M. Tory, University President, who strove to interest the Provincial Department of Education in the University as a teacher education institution.³ Newton also states that John Ross, Minister of Education, was not favourably disposed to the idea.⁴

This was the beginning of the controversy which was to face LaZerte until the integration of all teaching preparation under the Faculty of Education in 1945. Opposition to the idea, however, was not confined to the Department of Education. There was considerable opposition from within the University itself and, of course, from the Alberta Normal Schools, which through a lengthy history retained sole responsibility for the discharge of this function.⁵ The few University instructors who advocated the concept were supported by the Alberta Teachers' Alliance, the Education Society of Edmonton, the Edmonton High School Teachers Association, and educators from other parts of Canada.⁶ During the years just prior to 1929, the opposing forces became engaged in debate over the implications of the University's becoming involved in teacher preparation. The result of this controversy was a thorough and deep analysis of the problems related to teacher preparation and the consideration of various alternatives to normal school training.

The Provincial Government, having had exclusive responsibility for the operation of the Provincial University and the Normal Schools, had by practice enforced a rigid separation of the roles of the two educational institutions. The Normal Schools at Edmonton, Calgary, and Camrose had trained all teachers for the province, while the University was providing a limited number of optional courses in education. For University graduates with aspirations leaning toward the teaching profession, a session at one of the

Normal Schools was unavoidable. Dr. Tory had recognized this fact but he received a cool reception to any suggestion that the status quo be altered. The requests, however, were recognized by the Government as being of importance in the future plans of the province and as such the Department began to consider the possibility that public opinion might eventually demand a change. In Government meetings it is known that the Department of Education had contemplated the proposal that a provincially controlled College of Education be situated at the University. LaZerte suggested that this concept was in reality none other than a glorified Normal School.⁷ Upon notification of this supposed development, Dr. Tory began to investigate the ramifications of the proposal in terms of its acceptability to University opinion. The course of his investigation resulted in a survey of major universities on the North American continent.⁸ The replies he received resulted in the unanimous consensus that teacher preparation should be a function of the university. All of the institutions surveyed had a college, faculty, or school of education which was operating independently or as an appendage of an established faculty. The universities had administrative control of the teacher education and were responsible for the appointment of personnel within the institution. The diploma provided by the universities was generally accepted as a license to teach in the state; however, several universities were restricted to issuing a temporary credential which would be

replaced by a permanent certificate following successful teaching in the schools.⁹ Comments on this survey indicated a general feeling that the training of teachers at the university should be divorced from the influence of the Department of Education. The President of North Dakota stated:

Under the educational organization in our state, my forecast is that control of our School of Education by the State Department of Education would be impracticable. It would seem to me that such a management would be under serious handicap unless the Head of the Department of Education is selected on merit in much the same spirit as the president of the university is appointed, with a reasonably long term of office and unless the headquarters of the Department of Education are near the university administration.¹⁰

The President of the University of Utah was even more adamant in his conviction that the university should be independent of government departments.

I have come more and more to believe that the teaching function should be wholly divorced from the State Department and placed wholly in the hands of schools that should be administered without interference by the State Department.¹¹

There was also an opinion offered concerning the independence of the School of Education within the university organization. An administrator at the University of Michigan stated:

It is our judgment that no teacher training process which is under the control of a strictly academic faculty, a faculty which has no knowledge of, nor interest in teacher training can be successful.¹²

The Government initiative concerning the establishment of a College of Education lost its momentum with the defeat of the Stewart Government and the emergence of the U.F.A.

Government under Herbert Greenfield. The controversy, however, did not diminish as the recently formed Alberta Teachers' Alliance began to agitate for a University operated School or Faculty of Education.

The A.T.A. has had a remarkable record in the improvement of education in the Province of Alberta. Ever since it came into being, the Association has had a vision of future goals, which, if attained would provide better schooling for the children of Alberta. Revision of the curriculum, improvement of examinations and promotion procedures, educational publicity through an educational week, federal aid for education, the organization of large units of administration, educational research, higher standards in teacher selection and training, and the organization of a Faculty of Education in the University of Alberta have all been sponsored, if not initially suggested by the A.T.A.¹³

The dominating personality in the organization from 1917 until his death in 1947 was John W. Barnett.¹⁴ His insistence on the establishment of a Faculty of Education, as illustrated in editorials in The A.T.A. Magazine, was undoubtedly the reason why the A.T.A. continued to campaign for a Faculty until it became a reality in 1942.

At the Annual Meeting of the A.T.A. a series of resolutions was passed in an effort to stimulate action on a Faculty of Education. Delegations met with University and Department of Education officials and articles constantly appeared in The A.T.A. Magazine promoting the concept of a School or Faculty of Education at the University. In 1924, The A.T.A. Magazine carried a two-page article entitled, "Education in Education," written by W.H. Todd. He wrote:

There is a crying need in this province for a School or College of Education, a School in which one may take a Bachelor of Arts degree majoring in education. The University of Alberta offers two years' graduate work to a degree unhappily called a Bachelor of Education. This course really presupposes professional training in education. It is designed for trained teachers with an academic degree. Consequently it touches but a small percentage of the teaching body of the province. The content continues so far more or less in the experimental stage. While some classes in this school are taken by undergraduate teachers it is hardly fair to submit graduate work for undergraduate credit.¹⁵

Mr. Todd also outlined the discrepancy, from the point of view of prospective teachers, between training provided by the provincial Normal Schools and training provided by the University. He said, "The Department of Education runs a training school with no degree on the end of it, and the University maintains a corner on the degree conferring business and gives little or no training of the required character. The teacher determined to have both professional training and degree must go east or south to get them."¹⁶ Mr. Todd continued to lobby for a Faculty of Education through the A.T.A. organization and at a meeting in August, 1924, he spoke to the resolution asking for the establishment of a Faculty of Education which would grant a degree in Education. He suggested to the Minister that he appoint a committee of three, one to represent the Department of Education, one the Alliance, and one the University which should delve further into the matter and report to the Minister.¹⁷ In an additional column entitled, "Objectives of the A.T.A.," Mr. Todd emphasized the relationship

between university training and professional status of teachers.

When school teaching is recognized and accepted as a profession, another great educational stride will have been taken. When our universities provide a specific training preparing men and women for school work, and award a degree in education to those trained for the work, the stamp of professionalism will have been placed upon our vocation.¹⁸

The A.T.A. resolution of 1927 was sent to the Minister of Education along with an extensive summary of the advantages of the establishment of a combined Arts and Education degree as was anticipated by the Alliance. In this letter it was stated that education in the province would benefit from stability of membership within the profession; superior qualifications of the new entrants to the profession and training for research.¹⁹

Department Conference on Education, 1924

The Department of Education was developing a greater awareness of the pressures for change in the preparation of teachers in the province. Because of the A.T.A. resolutions and a series of overtures from the A.T.A. and the University, a special conference was held on November 22, 1924, at the office of the Deputy Minister of Education to consider the topic, Professional Preparation of High School Teachers.²⁰

The chairman in outlining the reasons for calling the conference stated that the Department was in receipt of a proposal from the University in which details were given as to how the University

would proceed with the professional training of graduates should the responsibility be delegated to them. He also called attention to a resolution passed at the last general meeting of the Alberta Teachers' Alliance and intimated that the Minister would be glad to have the opinion of the conference on the points raised therein.²¹

As the discussion proceeded, it became apparent that there were three lines along which a solution may be found: (1) The establishment of a Faculty or School of Education within the University and an integral part of it much along the lines of the proposal already received; (2) The development of one of the existing Normal Schools as regards instructional staff, equipment and accommodation so as to give advanced training of an adequate character; (3) The establishment of a College of Education under the control and administration of the Department of Education.²²

The members at this conference reviewed the correspondence received from Dr. W.C. Bagley, of Teachers' College, Columbia University, and Professor A.R. Mead, of Ohio Wesleyan University, concerning the trend in American practice.²³ Professor Mead wrote:

...that he had just recently sent a questionnaire to twenty-five Deans of Colleges of Education in the larger universities of the United States, and of the seventeen who had replied, fifteen favoured a clear-cut, well-defined organization of a School or College of Education with its own budget, and with its own administrative system and entire control of teacher preparation in its own hands.²⁴

He wrote that opinion favours the establishment of such an institution rather than the establishment of a Department of Education in a College of Liberal Arts.²⁵

Following the same line of reasoning, Professor Mead wrote:

It is believed that the establishment of a separate state teachers college, or an endowed teachers college is very desirable. Because of this belief, we are finding a great many of our Normal Schools, which previously had two years' work, becoming four-year schools by extending their courses two more years and developing their work for the preparation of high school teachers. The chief justification of this seems to be that the independent institution with the power to direct and control the preparation of teachers, does and will perform a better type of service than does any other department in a College of Liberal Arts.²⁶

There was a concern that the teacher training institution at the University would lose its autonomy and become susceptible to the administrative whims of the University's older Faculties. Such erosion of control was considered detrimental to the best interests of professional teacher preparation and consequently under any new proposal there had to be adequate safeguards to prevent assimilation into the University sphere of control. Professor Mead stated:

It is believed that the best way to provide for the preparation of teachers is to establish a School of Education with its own budget, with its own administrative system, and separate from the control of other colleges and having the same power of control that other colleges would have.²⁷

The continuing role of the Department of Education in the administration and control of teacher education was also fortified through another statement by Professor Mead, "We pretty generally believe in the United States that the preparation of teachers is a State function."²⁸ He elaborated on this statement by saying:

It would seem that from the opinion of the United

States, which opinion is based upon a considerable body of experience, that a solution of the problem which you have at hand would not be to develop one institution of teacher preparation but several--all of them having their own budget and their own administrative system of control and all of them being under the general direction of the Provincial Department of Education.²⁹

State operated Normal Schools were thus considered essential in teacher preparation, and the elimination of those established in Alberta was not at this time even considered. The question of a university preparation for teachers gained support only to the extent that, "...such a teacher preparing institution would be more able to conduct research in teacher preparation and education than would a Normal School."³⁰

The conference concluded with the members agreeing on recommendations concerning teacher education in Alberta. Recommendation I: That the ultimate solution of the problem of the professional preparation of high school teachers be sought along the line of the provision of a College of Education under the direct and complete control of the Department of Education.

Recommendation II: That in the meantime the training of graduates should be provided in one of the regularly organized Normal Schools, suitable provisions being made for practice experience in the high school grades, and the necessary increase in instructional force.³¹

It is clear from the results of this conference that the Department of Education was not willing to relinquish

or to reduce its control of teacher education in the province even in the case of teacher training for university graduates. The recommendation which made provision for a College of Education was not considered a concession in the reduction of Department involvement in teacher preparation, but was rather a strategical move whereby it would remain a Departmental responsibility even though it would take place within the confines of the University campus.

University Appeals for a School of Education

The Department of Education viewed the objectives of the University in relation to teacher education with suspicion. The University had, however, only made overtures to the Department concerning a more prominent role in the professional training of University graduates. The Department viewed the request for educating graduates in light of the trend of teacher education in the United States and was concerned about the effects any decentralization would have on its role in the future preparation of Alberta's teachers. Professor Mead had suggested that the institution for preparing teachers should not only control the subjects taken in such courses as methods, principles of teaching, educational psychology, etc. but that it should also control the courses in the subject matter which the teachers would later teach.³² The fear that even partial allocation of responsibility for teacher training to the University might result in the eventual erosion of state control caused prolonged periods of inactivity on the part of the Department of Education negotiators.

Professor Kerr, of the Faculty of Arts and Sciences, in a letter to Dr. Wallace explained the deadlock in the negotiations for a School of Education at the University of Alberta.

I might add, however, confidentially, that it was only in the past spring that President Tory finally secured the consent of the Department of Education to our getting underway. Until a couple of months ago, the story of our efforts has been one of evident reluctance on the part of the Department to surrender control over any part of the teacher training field. We were not met with refusal but simply constant delay in our efforts to bring the matter to a head. Our only object, of course, has been to secure the right to train our own graduates. We are not directly interested in Normal School work, and have never evinced any desire to secure control over the latter.³³

The question of professional training for university graduates had been a source of constant embarrassment to graduates of the University. The university community sought the right to provide a year of professional education for its graduates while the Department of Education jealously protected its right to control all teacher preparation.³⁴ The Department of Education, however, did recognize the irrationality of having graduates from universities complete the professional year at Normal School along with fellow students who were often only graduates of grade XI or XII. Mr. Mann explains:

University graduates seeking the academic certificate originally attended classes with the first class students. However, in January, 1921, a special four-month course for graduates was offered at the Edmonton Normal School. After the Edmonton School closed, the academic course was given in Camrose (1923-24). Following this, a five-month

course was given at Calgary only. In the fall of 1927, graduates in the academic course were required to attend Normal School for the entire session and were included in the ranks of the regular first class students.³⁵

On December 5, 1927, Dr. MacEachran, chairman of the committee on teacher education at the University of Alberta, reported as follows:

Four years ago the committee on teacher training was appointed with a view to arriving at plans whereby the University might give professional training to such of its graduates as were going into teaching and endeavor to come to an amicable arrangement with the Department of Education for the institution of the necessary course of instruction in the University.

A plan in general had been adopted and discussion had taken place with the Deputy Minister of Education and the Minister himself. It has been assumed from the tenor of these discussions that the principle involved was one acceptable to the Department, but constant delay in the bringing of the matter to a head has been so far the only record of progress. It has recently been announced that a new Normal School is to be erected in Edmonton. Considering the attendant possibilities and the strong agitation amongst the teachers of the province in favour of the training of graduate teachers at the University, it has seemed necessary that the University should take steps to protect its own right to establish and maintain a School of Education and to make clear, also, its desire to do for the teaching profession what it has done for other learned professions.³⁶

It is rather apparent that the professors regarded only high school teachers as professionals.

The members of the council present at the meeting agreed unanimously to recommend to the University Senate that in the opinion of the council a School of Education should be established in the University.³⁷

President Tory received the recommendation from the

Faculty of Arts and Science and presented it in the following form to the University Senate:

That a school of Education be established in the University to provide professional training for our own graduates who intend to take up the work of teaching.

In speaking to this resolution, Dr. Tory stated:

That this question had been before the University faculties for a number of years and it seemed that the time had now come when steps should be taken to provide within the University teacher-training for our graduates. The teachers had been taking a great interest in the matter, and a series of resolutions had been passed by the Alberta Teachers' Alliance and the Edmonton High School Teachers' Association urging the establishment of a five or six year course leading to a degree in Education or a combined course in Arts and Education. Similar action had been taken by our own students, who proposed to enter the teaching profession after graduation. The resolution had grown out of a real desire on the part of the teachers to bring their profession up to the standards of other professions. Enquiry had revealed that practically all the most important positions pass into the hands of men trained in Arts and Education, and that last year fifty thousand teachers were in training in the various colleges. Until we are ready to provide such courses, we could not expect our education to reach the standard obtained by the other countries. The proposal would have to be considered by the Department of Education and by the Board of Governors; it was desired to have the judgment of the Senate as to whether the present time seemed appropriate for the establishment of such a school.³⁸

The reaction of the Senate appeared to be very positive as indicated in the following quotation:

The Chief Justice stated, that the matter had been first broached during the war but there was a feeling of unwillingness on the part of the University to establish such a course at that time. Afterward, the financial position was not favourable, and although this has of late improved somewhat, the numbers in attendance have increased, and there has

not been as much money available from the province as formerly: it has been a matter of choosing between desirable projects. The establishment of the School of Education is an objective to which we must come as soon as possible, and it must be brought about in conjunction with the Department of Education. He suggested that the Senate indicate its willingness to establish the course with the cooperation of the Department of Education and as soon as it is financially possible.³⁹

On May 10, 1928, the council of the Faculty of Arts and Science again considered the question of the structure of the proposed School of Education, a question that was soon to be formally settled.

Professor MacEachran, on behalf of the committee, stated that the Minister had given verbal approval to the proposal though the President was expecting formal sanction. As the School can only be put into operation in harmony with the Department of Education, the council agreed, on the motion of Professors MacEachran and Alexander, to recommend to the University Senate the report of the committee of the Professional Training of Teachers together with the outline of relevant courses in philosophy, psychology and education.⁴⁰

Education Society of Edmonton and Normal School Reactions

The Education Society of Edmonton, which was established in 1927, also entered the controversy over the training of teachers. The Society was established with aims related to the development of education as a science. The First Forty Years 1927-1967, D. McDougall, explained one aim of the society was, "...to carry on educational research...and to publish the results of such investigation."⁴¹ The Society contended that nothing was being done in the Department of Education in terms of scientific research.

Under the leadership of the Deputy Minister, who had piloted the administration through the 20's and 30's without major breakdowns, the Department had become convinced that there were no major problems in education.⁴²

The nonchalant and apathetic attitude of the Government toward educational research and change, and the critical comments of Clarence Sansom⁴³ concerning the priorities in teacher training jolted the Society into action. Dr. Sansom's article drew immediate criticism from the members of the Society and at the December 3, 1927, meeting, the preparation of a rebuttal was undertaken.⁴⁴ The course of action chosen by the Society was not to become involved in journalistic debate or wordy combat but rather to proceed along two lines. Before any position was adopted it was decided to await a formal statement from LaZerte.⁴⁵ A committee was then appointed under H.C. Newland to prepare a letter under the Society letterhead for transmission to the Senate, to the Members of the Legislative Assembly, to clubs and societies as well as to individuals who might be interested and influential in bringing pressure on the Government and University to establish a five-year course of preparation for undergraduate teachers.⁴⁶ On January 25, 1928, a carefully considered statement was addressed to the Senate of the University from the Education Society which clearly indicated support for the proposed School of Education ⁴⁷ (see Appendix).

The Provincial Normal Schools viewed the notion of University involvement in teacher preparation with mixed feelings. The Principal of the Camrose Normal School, Clarence Sansom, maintained that the Normal Schools and the University had two distinct objectives. He wrote:

Teaching and research are two essentially different things and unless we distinguish clearly between them we shall get nowhere in our thinking on this subject. If it is thought desirable to train people in this province to engage in technical research in education, then undoubtedly the Provincial University rather than the teacher training institutions is the place where this should be done.⁴⁸

One reason why this initial training of teachers should be kept out of the University is that universities have traditionally but scant respect for either the art of teaching, per se, or for any grade of academic work which is carried on below the college level.⁴⁹

LaZerte challenged the assumption that educational research and teacher training are incompatible. He clearly defined the term "research" in education and outlined its practicability in the field of teacher development.

Research, as used herein, means a careful, diagnostic analysis of pupil's difficulties, a search for the causes underlying these difficulties, and the painstaking evaluation of corrective practices in teaching.⁵⁰

Dr. LaZerte was convinced that a scientific approach to teacher education would in time pay handsome dividends to education in the province. Whereas the attitude of the Department of Education and the Normal Schools was to produce teachers who would be well versed in the practical aspects of teaching, culminating in an ability for these

teachers to earn their money from day one of teaching, Dr. LaZerte felt a training which provided a scientific and theoretical basis would prove to be superior in the long run, even though immediate practical problems would undoubtedly be encountered.⁵¹

It has been suggested that the Normal School officials were somewhat relieved to relinquish training of university graduates to the University itself. Chalmers states that the Normal Schools relinquished to the University of Alberta the preparation of high school teachers without any regret.⁵²

The debate between University spokesmen and Normal School instructors was not restricted to the local scene. Professor G.M. Weir, a University spokesman, delivered an address at the Eleventh National Conference of Canadian Universities, at the University of Western Ontario in 1927.

He stated:

There is a growing body of opinion among schoolmen and an influential section of the laity to the effect that the average Normal School, as we know the institution in Canada, is neither designed or equipped for the professional training of the university graduate.⁵³

The conference was not condemning the work of the Normal Schools but rather was hoping to publicize new needs. A more sophisticated method of preparing university graduates was needed and public support was essential.

In the writer's judgment, the average Normal School in Canada, while probably doing excellent work in the professional preparation of elementary school teachers, is not well suited either by tradition, outlook, curriculum or teaching procedures for efficient training of high school teachers.

The scope of the Normal School seldom extends beyond the elementary school field. The great majority of the student body have only a high school education and are generally quite immature in comparison with the average university graduate. Various limitations - in length of time devoted to secondary education, type of curriculum, training and outlook of many Normal School instructors, equipment, facilities for conducting practice teaching in high schools and so on, place the average Normal School in an inferior position, in comparison with modern university facilities or departments of education for the preparation of secondary school teachers.⁵⁴

The case for the beginning of a university programme for teachers was certainly justified in the eyes of the University community. These people suggested that graduates were being subjected to a year of martyrdom at Normal School, an ordeal which they must endure in order to obtain the coveted teacher's certificate. Following three years of exposure in the University (or often four years, as students with grade XI could enter university) these prospective teachers were highly critical of not only the level of work at the Normal School but also of the qualifications of the teaching personnel. As Professor Weir stated, "Unfortunately, too, certain members of the average Normal School staff have received their appointments, not on the grounds of broad or accurate scholarship or advanced professional training, but rather because they were considered to be successful teachers or inspectors or masters of method."⁵⁵

Summary

Throughout the extensive period of negotiation for the establishment of a School of Education, it became evident that its birth was inevitable. Public opinion generated by the educational organizations initiated action on the part of the Government and succeeded in keeping the issue alive until legal action was undertaken. The Provincial Government was not agreeable to any reduction of its role in teacher training and was reluctant to sacrifice any responsibilities that were being performed by the Normal Schools. The arrangement with the University for the instruction of high school teachers was negotiated from a position of strength and the result was that the Department was able to maintain a dominant role in the operation of the School of Education. The University realized that a School of Education could only result through cooperation between the University and the Department of Education and thus a unique arrangement for the operation of the new School was developed. Following two decades of agitation and a successful conclusion to the issue, the feeling of most educators was summarized by Mr. Barnett in his editorial, "A Teaching Profession at Last?"⁵⁶ The first major step toward a university training for all teachers was painfully but surely taken.

CHAPTER III

FOOTNOTES

¹ University of Alberta Calendar, 1924, University of Alberta Archives.

² Interview with Dr. LaZerte in Edmonton, February 15, 1972.

³ President's Papers, Faculty of Education, 1940-1944, File, University of Alberta Archives. Within this file are found notes prepared by President Newton, on the history of the Faculty of Education, dated, April 17, 1942.

⁴ Ibid., Notes dated April 17, 1942.

⁵ Interview with Dr. LaZerte in Edmonton, April 8, 1972. Dr. LaZerte related that vocal opposition was most common from the University staff, and often was expressed at the Department meetings.

⁶ W.D.McDougall states in his history of the Education Society of Edmonton, entitled, "The First Forty Years, 1927-1967," that there was a close relationship between the two organizations, the A.T.A. and the E.S.E. On subsequent occasions when both professional groups were presenting briefs, conferences were held to reconcile differences of opinion, and to agree upon a uniform point of emphasis. In this respect the society was somewhat of a satellite of the teachers' organization, which at that time was still struggling for recognition. This consultative practice is understandable when it is recalled that many of the founding members of the society were charter members of the A.T.A. and they and subsequent members of the society had contributed more than their share to the executive positions of the professional body.

⁷ Interview with Dr. LaZerte in Edmonton, February 15, 1971. Dr. LaZerte related that the Department had developed the idea to such an extent that prospective staff had been selected and the College was to open as soon as the Government could act.

⁸ President's Papers, Faculty of Education-Questionnaire File, No.502-1, University of Alberta Archives.

On April 9, 1920, Dr. Tory sent the following survey to the prominent Universities of America. The questionnaire read as follows:

1. Have you a Faculty of Education or Teacher Training College in the university?
2. Whether it is administered directly by the university.
3. Whether the university authorities make the teaching appointments.
4. Whether the certificates issued by the university are honored by the Department of Education for teaching purposes.
5. Whether in your judgement your manner of dealing with the matter is a satisfactory one from the point of view of teaching offering.

9 Ibid.

10 Ibid.

11 Ibid.

12 Ibid.

13 A.T.A. Magazine, December, 1951.
Dedication Address given by Dr. LaZerte.

14 Ibid.

15 A.T.A. Magazine, February, 1924, p.20.

16 Ibid.

17 A.T.A. Magazine, August, 1924, p.5.
The proposal to Perren Baker, Minister of Education was presented at a meeting of: the Provincial executive of the A.T.A.; the Minister of Education; plus, T. Verge of Calgary, W.H. Todd of Edmonton, and H. Bruce of Lethbridge.

18 A.T.A. Magazine, December, 1924, p.22.

19 Ibid., September, 1927, p.10-11.

20 President's Papers, School of Education, 1931,
File, University of Alberta Archives.
Present at the meeting held in November, 1924 were: J.T. Ross, Deputy Minister; E.W. Coffin, Principal, Normal School Calgary; W.A. Stickle, Instructor, Normal School Calgary; J.A. Smith, Inspector of High Schools; A.E. Torrie, Principal, Normal

School Camrose; G.W.Gorman, Chief Inspector of Schools; H.J.Spicer, Registrar, Department of Education; And G.Fred McNally, Supervisor of Schools.

21 Ibid., p.1.

22 Ibid., p.2.

23 Ibid., p.2.

24 Ibid., p.3.

Dr. Bagley's correspondence was not available in the University Archives.

25 Ibid., p.3.

The conference report listed the names and colleges of the men who supported an independent institution for teacher preparation.

26 Ibid.

27 Ibid., p.2.

28 Ibid., p.4.

29 Ibid., p.4.

30 Ibid.

31 Ibid., p.8.

32 Ibid., p.4.

33 President's Papers, School of Education 1931, File, University of Alberta Archives.

The letter was sent by Dean Kerr to Dr. Wallace, member of the Department of Geology Staff, at the University of Manitoba on July 18, 1928. Dean Kerr was providing information to Dr. Wallace, who was about to become President of the University of Alberta.

34 As noted earlier in this chapter, at the conference in November 1924, staged by the Department of Education, it was recommended that the preparation of graduates should continue in the Normal Schools until a College of Education was established.

35 George Mann, "Alberta's Normal Schools", unpub-

lished M.Ed. thesis, University of Alberta, 1961, p.74. Chalmers in his book, Schools of the Foothills Province, states that with the introduction of the eight-month programme a new four month course to prepare university graduates made its appearance. Until 1919 they had attended classes with candidates for the first class certificate. The first academic programme was offered to six students at the Camrose Normal School during the 1919-1920 academic year. On January 3, 1920, to increase the number of available normal school graduates which had been cut by the introduction of the eight-month course, the Edmonton Normal School opened for business in the Highlands School. It first mounted a twelve week crash course and continued to staff the schools. Exactly one year later, it took over complete responsibility for the academic course and continued to provide the only programme for high school teachers until 1923. The course was then offered for a year at Camrose: then it was moved to Calgary where it was lengthened to five months and was continued until it became obsolete when the University turned out its first graduate in 1930.

36 President's Papers, School of Education , 1931, File, University of Alberta Archives. The report is included in the minutes of the Faculty of Arts and Science, December 5, 1927. On February 2, 1928, The Faculty of Arts and Science made the following recommendation to the Senate, "That a School of Education be established in the University to provide professional training for our own graduates who intend to take up the work of teaching. (School of Education File, 1931)

37 Ibid., Report of the Committee on Teacher Training, December 5, 1927.

38 Minutes of the Senate, University of Alberta, February 28, 1928. University of Alberta Archives. President Tory presented the following recommendation from the Faculty of Arts and Science to the University Senate. "That a School of Education be established in the University to provide professional training for our own graduates who intended to take up the work of teaching."

39 Ibid.

40 President's Papers, School of Education 1931, File, University of Alberta Archives. Minutes of the Faculty of Arts and Sciences, May 10, 1928.

41 W.D.McDougall, "The First Forty Years, 1927-1967," E.S.E. Centennial Project, p.18.

42 Ibid.

43 A.T.A. Magazine, November, 1927, Article by C. Sansom entitled, "The training of teachers I" p.17.

44 Summary notes of the Proceedings of the Education Society of Edmonton, 1927-1967, prepared by W.D.McDougall.

45 Ibid., November 26, 1927.

46 Ibid., December 10, 1927.

47 W.D.McDougall, "The First Forty Years, 1927-1967," p. 43-44.

48 A.T.A. Magazine, November, 1927, p.17.

49 Ibid.

50 The A.T.A. Magazine, December 1927, p.43.
Article written by LaZerte entitled, "Research in Education".

51 Interview with Dr. LaZerte in Edmonton, April, 8, 1972.

52 Chalmers, Schools of the Foothills Province, p. 426

53 G.M.Weir, "The College as an agency for Training Teachers for Secondary Schools." Eleventh National Conference of Canadian Universities, University of Western Ontario, May 31-June 2, 1927.

54 Ibid., p.35.

55 Ibid., p.37.

56 The A.T.A. Magazine, December, 1928, p.16.

CHAPTER IV

LAZERTE IN THE UNIVERSITY OF ALBERTA AS STUDENT, INSTRUCTOR
AND DIRECTOR OF THE SCHOOL OF EDUCATION

For the first forty years of teacher preparation in the Province of Alberta, the Normal Schools emerged as the major educational institutions. The three Normal Schools at Camrose, Edmonton and Calgary were established by the Department of Education and assumed exclusive responsibility for teaching training until 1930. During the fifteen years between 1930 and 1945, the task of preparing teachers was shared by the Normal Schools and the University of Alberta. For the decade before 1939, the School of Education at the University fulfilled a special educational need.

The continuing concern that LaZerte harboured for teachers in Alberta during his years as inspector was not diminished when he embarked on his new career in 1924. He had employed his full abilities in an effort to improve the techniques of teaching during his previous work; now the opportunity for an even greater influence became available. LaZerte related that the new circumstances which made it possible for him to instruct students in larger numbers over a longer period of time prior to their entering the classroom as teachers had deep implications for him and provided added incentive to him in his new career.¹

This chapter deals with the period of LaZerte's career as a university graduate student and instructor in the

Department of Philosophy, and the circumstances and events which led to his appointment as the Director of the new School of Education.

This chapter also proposes to examine the organization of the School of Education as determined through negotiations between the University and the Department of Education. The investigation should illuminate the position of the School of Education as it prepared for its first students in 1930. A focus of attention will be Dr. LaZerte as he took charge of the administrative responsibilities and overall operation of the School. It is consistent with earlier arguments to assume that professional preparation of university graduates demanded a more extensive and sophisticated approach and consequently this chapter will deal with the programme and activities of the students under the new concept of professional preparation at the University of Alberta.

M.E. LaZerte at the University of Alberta, 1924-1929

LaZerte became a lecturer at the University of Alberta in September of 1924. His appointment was made following the recommendation of Dr. MacEachran, a member of the University Philosophy Department.² At this stage, the Department of Philosophy was also responsible for psychology. The first three years that Dr. LaZerte spent on the staff of the Philosophy Department were divided between Edmonton and Chicago. In Edmonton, he not only taught two

courses but was also involved in graduate work for his own professional preparation.³ He was cognizant and appreciative of the support and encouragement given to him by MacEachran, who assured him that if he were to pursue a Ph.D. at the University of Chicago, the Department of Philosophy would give him as much support as possible.⁴ With this knowledge, Dr. LaZerte spent the next three summers, 1925 to 1927, at summer school in Chicago. He was granted permission to leave his teaching responsibilities before the term had finished each spring in order that he might complete his work at Chicago. During his absence other staff members took on his responsibilities plus their own.⁵ LaZerte related that when he was placed under contract by the Department of Philosophy and was concentrating on a graduate degree in Chicago, there were no assurances given him by the University that he would ever be more involved in teacher preparation than he already was. It was, however, the hope of MacEachran that eventually a School of Education would be established and that Dr. LaZerte would be involved at the grass roots level.⁶

The University Calendars of this period list M.E. LaZerte as a lecturer in philosophy during the 1925-1926 term and as a psychology and education lecturer in 1926-1927. Following his convocation in Chicago, Dr. LaZerte was promoted to Assistant Professor of Psychology and Education.⁷

In Chicago, Dr. LaZerte concentrated on the study of statistics and educational psychology, while taking only a few education courses. He had by this time determined that his approach to teacher training would be based on scientific principles of psychology and thus was obtaining the most relevant preparation that was available.⁸

It was following his successful work in Chicago that Dr. LaZerte began to focus his attention on an objective that was to characterize his work for the next quarter century; a university training for all teachers. Since the emphasis of his work in the Department of Philosophy was on psychology and education, it is not surprising that Dr. LaZerte became prominent in the negotiations to open a School of Education at the University.

The Organization of the School of Education

Before the doors were opened to students in the School of Education a series of important regulations had to be negotiated and approved by the Government and the University. The outcome of these delicate negotiations, based on the principle of cooperation, had to result in policies and regulations which would define and protect interests of both parties concerned with the training of teachers, in order to assure a basis of harmony and cooperation in the future. The matter was very complicated and progress in the discussions of structure for the School again seemed to be very slow. By August, 1928, President

Wallace wrote to Mr. MacEachran that the most pressing matter at the time was the School of Education. He said, "We will endeavor to have consultation with the Department of Education in order to hasten the matter before the beginning of the term, if it is at all possible."⁹

The preliminary work for the establishment of the School of Education was undertaken by a joint committee composed of appointed members from the University and the Department of Education. The committee appointed consisted of seven members. Dr. Wallace recommended Dean Kerr, Dr. MacEachran and Dr. LaZerte to act from the University,¹⁰ and the Honourable Perren Baker appointed J.A. Smith, G.S. Lord and G. Fred McNally to represent the Department.¹¹ Dr. Wallace accepted the position of chairman of the committee for coordinating the teacher training activities of the proposed School of Education of the University with the Department of Education.¹² This advisory committee began to work out the details as to the joint responsibilities concerning the curricula, practice teaching, and staff requirements.¹³ The joint committee solved the overall administrative problem by the establishment of a new committee. As stated in the U of A Calendar of 1929-1939:

A somewhat novel and very important factor in the new arrangement involves the establishment of a Liaison Committee representing both the Department of Education and the University whose council together will provide a most desirable touch between the two authorities and maintain, it is hoped, a harmony of view and objective in the

working out of policy and practice of the new School of Education.¹⁴

The School was placed under the control of a Senate¹⁵ Committee which was composed of University staff, members of the Alberta Teachers' Alliance and teachers at large.¹⁶ However, all details concerning the administration were ratified by the Liaison Committee representing the University and the Department.¹⁷ The School as formed attained the status of similar schools in the University, namely the School of Commerce and the School of Household Economics. The School of Education, although having a considerable amount of independence, fell under the joint Department of Philosophy, Psychology and Education at the University.

The joint committee was faced with the problem of having to determine where the professional training should be given in terms of the overall student's university programme and how long the training should be. The A.T.A. had published and forwarded to the Minister of Education a brief, "Regarding University Training of Teachers," endorsing a six-year university course leading to a degree in Arts and Education.¹⁸ The A.T.A. favoured a longer training course because of its implications for more professional status. However, there was differing opinion concerning the degree of integration of Education courses within the Arts and Science programme.

In a discussion with the Departmental officials the main objective that was raised on their part had to do with the order of subjects in the course. There was a rather pronounced feeling that the professional work should be given in the final year, the course being virtually a degree course followed by a professional year in the University. Their point of importance in the matter of criticism was that the course was probably not sufficiently intensive in academic subjects for the demands of the high school.¹⁹

Originally the idea was to consolidate the professional and academic training by spreading the professional training over the two final years of the five-year course. Dr. MacEachran reported, however, "It is now felt that it is inadvisable to do this, and that professional training should be confined to the last year of the five-year course."²⁰ This programme was five years because it began after grade XI, not after grade XII. Dr. LaZerte relates that he did not have a definite opinion concerning the position of teacher training in the students' programmes. He was simply convinced that professional training for teachers at the University would be an asset regardless of when it was taken.²¹ The Department and the University thus reached the agreement that:

The course in the School of Education will be a four-year course for a B.A. degree, followed by a professional year which would be given academic standing by the Department of Education.²²

The School of Education was innovative in teacher education in that it was designed to provide professional training for graduate students. Education courses were not, however, new to the curriculum at the University. As early

as 1912,²³ Education courses were offered in the Department of Arts and by 1922,²⁴ the University had established the graduate B. Ed. degree for students in Education. The B.Ed. degree was, however, a two year degree and included a thesis requirement. Prior to 1930, the holder of a B.Ed. was not entitled to teach in the public schools without obtaining from the Government a teaching certificate which depended upon the completion of a term at Normal School. There was also a M.A. in Education programme offered at the University in the Faculty of Arts. The new School of Education as designed would not offer a degree upon completion of the teacher training but would present a joint diploma and certificate to be issued by the University and the Department of Education.²⁵ The diploma indicated that the student had successfully completed the professional year at the School of Education and the certificate awarded by the Department of Education entitled the student to teach in secondary schools in the province. The function of the School of Education was thus to provide a year of professional training for secondary school teachers. The Normal Schools still continued to provide training for elementary as well as secondary teachers.

The first public notice of the establishment of the School of Education appeared in the press on September 24, 1928. The column entitled, "School of Education Established

at the University," stated:

It is announced at the University, that in accordance with the decision of the Senate and by agreement with the provincial Department of Education, a School of Education will be put into operation in the University beginning with the present session. The School of Education will provide for courses of instruction especially planned to meet the requirements of the school curriculum as prescribed by the Department of Education. After the attainment of the degree of B.A. or B.Sc. in Arts a fifth year of professional training will follow. When the latter is completed the student will be entitled to the academic certificate granted by the Department of Education. The various honours courses will also be regarded as qualifying for the professional year leading to the teaching diploma. The professional year, just alluded to, will be given for the first time in the session of 1929-30.

As far as Alberta is concerned, teaching now takes its place with its great sister professions of Medicine, Law, Engineering, Agriculture, etc. in the provincial University.²⁶

Official notice that the University and Department of Education were embarking on a new programme for graduate students was forthcoming from the Board of Governors at the University, the Supervisor of Schools and the Deputy Minister of Education. The Board of Governors of the University of Alberta issued the following statement in its 1928-1929 report:

For several years the need had been great for a special training school for university graduates who desired to qualify for high school teaching and negotiations had been in progress with a view to setting up a School of Education under the auspices of the University. During the year in review all questions in the matter of qualifications and certification of teachers were referred to a committee on which officers of the Department and the University were jointly represented and the detailed curriculum, as submitted by the

Senate Committee of the School of Education was approved by the Senate of the University. The way was accordingly clear at the end of the academic year, 1929-1930, to proceed to the work of a professional year at the School of Education, and as well, to the directing of courses, for the degree of B.A. and B.Sc. of students who intend after graduating to take the year of professional training under the School of Education. It is a pleasure to record the sympathetic cooperation of the Department of Education in the somewhat delicate negotiations leading to the establishment of the School of Education. With the new Normal School situated on the University grounds and within a short distance of the University buildings, it is expected there will be the closest cooperation in the work of training teachers in the Normal School and in the School of Education. It is important that a sense of unity be maintained in the profession, even though the training be carried on, for elementary school teaching and for high school teaching under independent authorities.²⁷

G. Fred McNally, Supervisor of Schools for the Department of Education, issued the following statement in the Annual Provincial Report:

For several years there has been discussion of plans looking toward a more adequate preparation of teachers for the secondary schools. As a result of a series of conferences held in the fall, it has been definitely arranged that the University will establish the necessary organization for such training during the early part of next year. An advisory committee, with President Wallace as chairman, will work out the details as to curricula, practice and staff requirements during the winter.²⁸

J.T. Ross, Deputy Minister, confirmed the decision of the Government and stated that classes would begin in the autumn of 1929.²⁹

The legal question had been settled; the preparations for the opening of the School were thrust upon the staff at the University. They endeavored to complete the various details during the summer months of 1928, but the enormity

of the task was greatly underestimated and the preliminary plans to open the School at the beginning of the fall term had to be changed. When the School did not open as planned, the Board of Governors issued the following statement concerning the delay:

The School of Education which was constituted under the Faculty of Arts and Science for the professional training of teachers was unable, for a variety of reasons, to get underway, will however, it is fully expected, be in full activity with the opening of the coming season.³⁰

The question as to which students would be eligible to enrol in the School of Education was also considered by the education committee. As previously stated, the School was designed for graduates, so one prerequisite for enrolment was the possession of a Bachelor's degree. However, this stipulation did not mean that entrance simply depended upon a Bachelor's degree. A potential candidate was expected to have completed the following prerequisite courses in the undergraduate years: Philosophy 2, Psychology 51, and Philosophy 51.³¹ This, of course, necessitated an understanding on the part of a student during the undergraduate years that the student intended to enrol in the School of Education following graduation. The University officials recognized this potential problem and attempted to develop a guidance procedure for students in the undergraduate years. The University Calendar thus stated, "The programme of studies of each student, from the second year on will be mapped out with a view to making his

whole course a systematic and cohesive preparation in scope and subject matter for the work of teaching in the schools of the province."³²

The situation still occurred, however, that students were not fully aware of course responsibilities prior to their enrolment in the School of Education. In a Faculty of Education meeting in 1935, Dr. Wallace attempted to rectify this confusion:

In view of the fact that the School of Education is getting little or no opportunity to advise students before they actually enrol in the School of Education, Dr. Wallace suggested that either a circular be distributed among the students early next session or that an article be written for the Gateway setting forth the facts which students should have regarding pre-requisites, courses and certification.³³

The problem was compounded by the fact that many students transferred to the University of Alberta from other universities, making prerequisites difficult to administer. In order to ease the problem, the staff suggested and approved the following requirements:

Moved by M.E. LaZerte, seconded by Dr. Macdonald that Philosophy 2 be no longer required as a pre-requisite to the School of Education.

Moved by M.E. LaZerte and seconded by Dr. Macdonald that the prerequisites to the School of Education be Psychology 51 and Philosophy 51, 54, or 57.³⁴

Operation of the School of Education

The School of Education opened its doors in October of 1929.³⁵ Dr. LaZerte, the Director of the School, was

the driving force behind the School, illustrating by his action that he was a human dynamo at undertaking and completing any work he faced.³⁶ Dr. LaZerte had completed his M.A. and B. Ed. at the University of Alberta in the years 1925³⁷ and 1927³⁸ respectively. He completed his Ph.D. at Chicago in 1927 and returned to the University of Alberta where the next few years of his life became a story of success and promotion in the field of teacher education.

In 1927-1928, Dr. LaZerte was promoted from lecturer in Philosophy to Assistant Professor of Philosophy,³⁹ the following year to Associate Professor of Psychology and Education,⁴⁰ and in 1931, to the rank of Professor.⁴¹ In 1934, he became head of the newly-formed Department of Education.⁴²

LaZerte's achievements were reflected in the success of the new School. By 1934, when Education had become a separate department in the Faculty of Arts, LaZerte found the resultant amount of autonomy over the affairs of the Education programme a welcome change.⁴³ Ever since the conception of the idea that teachers should be trained in the university there had been some opposition from within the Faculty of Arts. Some instructors could not understand the importance of Education or the future implications that university-prepared teachers would have for education. It was known by LaZerte that certain Arts instructors were encouraging graduates to go to Normal School rather than to the School of Education because the course at Normal

School was considered to be less difficult. At departmental meetings, the Arts and Science representatives were often indignant whenever references were made to the word "Education".

The relationship between the School of Education and the Faculty of Arts and Science was thus not always cordial. Dr. LaZerte related that the Dean of Arts at one time attempted to abolish one of the original prerequisites, Psychology 51, or Philosophy 51. The School of Education tenaciously defended its standards for admission and thus at this time no changes were made.⁴⁴

The Faculty of Arts also revealed its dominance when it refused to accept the proposal of a double honours programme which Dr. LaZerte felt would be most beneficial to a teacher who more than likely would be assigned to a rural one-room school. The Faculty resisted this move, although LaZerte related that this decision was crucial to the eventual establishment of the Faculty of Education.⁴⁵ If the double honours programme had been accepted, the Faculty of Education would have been a long time in coming. As it was, the stand taken by the Faculty of Arts convinced Dr. LaZerte that a Faculty of Education with complete autonomy was not only desirable but necessary.⁴⁶

Two other professors made major contributions to the School of Education in its formative years. Dr. H.E. Smith joined the staff of the School in 1929. He, along

with LaZerte, formed the core of instructors who taught throughout the years of the School of Education's existence. Smith was cast into the role as Interim Director when LaZerte was absent for a few months because of illness in 1932.⁴⁷ Dr. J. Macdonald, a staff member in the Philosophy Department, was the third part-time staff member of the School of Education. He concentrated on the prescribed philosophy courses in the School of Education programme until 1935. To complement the work of these staff members, the School also enlisted the help of demonstrators who came to the University from high schools in the city school system. Each teacher demonstrated his or her methods of instruction in a particular subject.

The committee on Education recommended that the courses in the professional year be as follows:

Education 54, History and Philosophy of Education.
 Education 58, Science and Practice of Teaching.
 Psychology 55, Educational Psychology.
 Education 59, Educational Administration
 There were also to be selected short courses in special areas such as music, art, geography, and agriculture.⁴⁸

Macdonald was assigned Education 54; H.E. Smith Education 59; Dr. LaZerte Psychology 55; and H.E. Smith and Dr. LaZerte were jointly responsible for Education 58.⁴⁹ As J.W. Chalmers relates, much of the teaching, even most of it, was done by the high school teachers.

In 1935, several changes were made in the programme. Psychology 55 was replaced by Psychology 56 with

Dr. LaZerte still the instructor. Macdonald, who taught Education 54 until 1935, was replaced by Dr. LaZerte and H.E. Smith for the 1935-36 term. The course was finally taken over by H.E. Smith for the 1936-37 term and thereafter.⁵⁰

One of the major problems faced by the School was that of space. The School was housed for a short time in 1929 in a second floor corner of the Arts Building.⁵¹ In 1931, it moved into St. Joseph's College (lecture room, library and office).⁵² This space remained the administrative headquarters of the School throughout the 1930's. There was, however, another teacher education institution on the University campus. In 1929, the new ultra-modern Edmonton Normal School was opened. Except for a two-year period from September, 1933, until September, 1935, the Edmonton Normal School remained open until it was absorbed by the University of Alberta in 1945.⁵³ The closure of the Normal School for two years was necessitated by economic and political considerations. During this period the Government had requested that the University submit a recommendation for use of the new Normal School.⁵⁴ Even while the Normal School was in operation there was more than adequate space for Normal School students. Thus in 1931, Dr. Wallace informed the Education Committee that certain spare rooms in the Normal School were being offered for the accommodation of students in the School of Education. Some practical difficulties in the way of such arrangements

were pointed out and the matter was left for further consideration.⁵⁵ The School of Education thus carried on in its cramped quarters at St. Joseph's College.⁵⁶

Student Enrolment and Activity

Enrolment in the School of Education was restricted on the following basis: according to the 1929-30 Calendar, "The academic certificate will be awarded upon the successful completion of a course terminating five years after junior matriculation or four years after senior matriculation."⁵⁷ As was to be expected, the initial enrolment in the professional year was small. G. Fred McNally reported that about seventy students enrolled in one or more courses in the School of Education but the majority of these students were taking Education courses as options or as requirements to meet their B.Ed.⁵⁸ At the 1930 convocation, seven students received their diplomas and high school teacher's certificates, thus becoming the first graduates from the School of Education.⁵⁹

The enrolment at the School did not increase as rapidly as was first anticipated by the University. For the ten year period between 1930 and 1940, the enrolment varied from a low of seven to a high of forty-five students in 1937⁶⁰ (Chart p.192). During this period enrolments at the Normal Schools were high, a statistic which aggravated a grievance held by the School of Education toward

teacher training policy. The following situation, which now appears as being gravely unjust, existed: Any graduate from a Normal School was licensed to teach in any grade if the graduate received a first class certificate. Graduates of the School of Education were restricted to the secondary grades. Thus it was a decided advantage for prospective teachers to enter the Normal School directly from high school rather than to enrol in an undergraduate degree before entering the School of Education. It was even advantageous to attend Normal School after a B.A.

The crippling teacher shortage of the twenties and the devastation of the depression on the economic base of the country caused the officials of the Department and the University to reexamine the policy of certifying teachers. At a meeting of the joint committee on the School of Education in May, 1930, it was agreed:

To protect the students now graduating from the School of Education by allowing them to obtain a temporary elementary school certificate for the years 1930-31, if they successfully completed an approved course in the 1930 summer session conducted by the Department of Education, this certificate to be valid for one year only.⁶¹

The Provincial Government had been unable by this time to put into effect consolidation legislation so the majority of schools in the province were rural one room schools consisting of grades one to twelve. This situation made it extremely difficult for a teacher certified for only secondary grades to be assimilated into the school

systems of the province. The A.T.A., realizing this problem, attempted to change the situation through a resolution in 1932:

Whereas, a teacher holding a university degree and a certificate from the School of Education may only teach Grades VII to XII;

Therefore be it resolved, that the Minister be urged to provide means whereby School of Education graduates may extend their qualifications so as to render them eligible to teach all grades.⁶²

Normal School graduates and University graduates were both allowed to teach in the high schools of the province, although Normal School graduates were obligated to complete two summer sessions under the School of Education before being issued the high school teacher's certificate. President Wallace explained the situation in a letter to Mr. Ross in 1933:

I have gone more fully into the matter which you raised with me after the Senate meeting this week and find that this is the situation as it is working out between the School of Education and the Department of Education. The students who now take Normal School may obtain their first class certificate in the usual way and there is no statutory restriction against their teaching in any grade in any school. They may not, however, obtain the high school teacher's certificate without two summer sessions under the School of Education. There will therefore be both the students with the high school teacher's certificate and the students who have no certificate in the high schools.⁶³

In a Faculty of Education meeting in 1934, Dr. LaZerte asked if, in the case of students with high undergraduate records, any exceptions should be made to the regulations that only graduates be admitted to the School of Education.

The committee felt strongly that the regulations should be as laid down.⁶⁴ This suggests that the University educators realized that the Normal Schools had a distinct advantage in drawing students, but also demonstrates the University's resolve to maintain high standards, even at the expense of losing prospective students.

The critical shortage of qualified high school teachers became a political issue prior to the 1935 Alberta election. The School of Education was caught in the position of trying to improve and maintain standards while still providing teachers to meet the demand. The Social Credit platform of 1935 read:

Our schools should at once be made to supply the training the New Social Order demands. Up to the present the University requirements for an academic preparation has predominated (sic) our educational system. Only a small percentage of our students ever enter university.⁶⁵

It appeared that a Social Credit Government would demand radical changes in the preparation of teachers with the University being the most vulnerable element. As it turned out, however, the new Premier of the province, William Aberhart, asked G. Fred McNally for his advice as to how to deal with education. Mr. McNally suggested the following:

First a reorganization of the rural school districts into large units of administration. Second, more money for teachers' salaries and some distributions of grants that would result in equalization of opportunity. Third, some plan to bring all teacher education under the jurisdiction of the University and so increase the prestige of the teaching profession.⁶⁶

The work of the School of Education thus gained support and it was just a matter of time before a more concrete division of labor was achieved between the Normal Schools and the School of Education. The roles were more clearly defined when the following resolution was unanimously passed by the University Liaison Committee on January 21, 1936:

That on and after January 1, 1937, the High School Teacher's Certificate to be the only certificate authorizing the holder to teach in grades XI or XII in the Province of Alberta.⁶⁷

New optimism was found among the School of Education authorities. In 1937, the following statement was made in the Faculty Report:

Now that the Normal Schools are not certifying beyond grade IX it is expected that the number of students entering the School of Education will greatly increase during the next few years.⁶⁸

A check of the enrolment figures will show, however, that enrolment did not increase and the School of Education was unable to supply the large number of high school teachers needed by Alberta's schools. The problem was traced back to registration regulations which stated that only graduates could enter the School of Education. In effect, then, only university graduates were certified to teach high school. The great need for teachers necessitated a relaxation of this regulation. The change came when the entire School of Education was being reorganized.

The reorganization of the School of Education at the University of Alberta as a College of Education

with increased staff, will greatly improve the facilities for training high school teachers. Since graduates of the Normal Schools are not now qualified to offer instruction in grades XI and XII, a larger responsibility falls on the College of Education to supply the demand for teachers of secondary schools. The requirement of a Bachelor's degree before admission to the College of Education undoubtedly produces a high quality of teacher, but an insufficient number. The Committee on Certification has therefore recommended some changes in the regulations governing certification, whereby persons having at least one year's training in the Faculty of Arts and Science may be enrolled for training at the College of Education.⁶⁹

Student Teaching and Research Projects

The students in the School of Education had a varied course of study. M.E. LaZerte, H.E. Smith and the students carried out six major surveys of schools in the Edmonton area.⁷⁰

- Survey of Schools at Fort Saskatchewan - 1931
- Survey of Schools at Stony Plain - 1932
- Survey of Schools at Bruderheim - 1933
- Survey of Schools at Lamont - 1934
- Survey of Schools at Leduc - 1935
- Survey of Schools at Ponoka - 1936

The surveys were statistical analyses of the facilities, mental abilities and student achievements in the various schools. The students in the School of Education prepared the tests, marked the papers and checked results by giving many of the tests in Edmonton schools.⁷¹

The practical aspect of teacher training was also emphasized in the School of Education. A liberal amount of time was devoted to observation and practice teaching under the direction of the School of Education with its

group of demonstrators selected from the high school staff.⁷² Dr. LaZerte related that in his estimation the best teacher education provided by the University was in the initial years of the School of Education where the students began student teaching two weeks after they began and taught all day Tuesday and Thursday. They were assigned to specialists in their field and learned teaching as a practical experience.⁷³ In 1931, Dr. LaZerte reported:

Students of the current year are specializing more than formerly. They are doing the major part of their practice teaching with two demonstrators. Few students have taught less than three subjects. Reports from fifteen students are on the desk at the time of writing. Of the fifteen teachers reporting, four have taught in two subjects, five in three subjects, five in four subjects, four in four subjects and one in five subjects of the high school course.⁷⁴

However, there were problems in carrying out the practical aspects of teacher education. In 1933, the Director of the School of Education explained how practice teaching had been conducted to date and the difficulties that had arisen during that season. After reading the communication received from the Edmonton Public School Teachers' Association, he moved that the committee instruct him to communicate with the Edmonton School Board asking that the School of Education be placed on the same footing as the Normal School with respect to practice teaching facilities in the elementary grades.⁷⁵ The facilities of the School of Education were inferior to the facilities of the Normal School with regard to direct observation and teaching. The modern

Normal School had practice teaching classrooms with observation decks to permit group learning within the facility. Dr. LaZerte made a request to President Kerr for facilities where the entire class may be kept together during these periods. He stated, "We should have facilities for working with grades I to XII. If we do not get grades I to XII we certainly should have grades VII to XII inclusive." He suggested using grades X, XI and XII in Garneau High School in the way he suggested, which would necessitate altering one room to convert it into a temporary observation room.⁷⁶

In 1938, Dr. LaZerte suggested an additional plan to develop more adequately prepared teachers. The desirability of proceeding to rural schools for one or two weeks of observation and practice teaching was discussed. It was moved by Dr. LaZerte and seconded by Dr. Smith that the School of Education make arrangements, if possible, for some rural practice teaching during the coming year.⁷⁷ This decision was reached at a time when the Camrose Normal School was being closed. As a result, all teacher training was restricted to Calgary and Edmonton, and the feeling was that the rural dimension of teacher experience was being neglected.

Dr. LaZerte and Dr. Smith carried a remarkable work load and yet were always open to innovative ideas for improving the quality of teacher education - even at the

expense of increasing their own workload. In 1938, it was reported:

This year, Dr. Smith is taking a class in Social Studies, Grade X, at Garneau High School, and Dr. LaZerte one in Mathematics, Grades X and XI at Strathcona. In this connection each teacher-in-training is responsible for the coaching and remedial instruction of certain pupils, thus getting a contact with the high school work which was impossible before.⁷⁸

This was a most practical method of providing the necessary experience for prospective teachers but required a great deal of work on the part of the professors.

Evaluation of the School of Education

The School of Education at the University of Alberta was the forerunner of greater things in teacher education in the province. In a period of fifteen years the status of the School of Education changed to that of a College and finally to a Faculty. The old School of Education did not cease to exist. Rather it gained more prominence and status under a new title of College. The School, it appeared, had outgrown its role in teacher education and it began to receive criticism from advocates of grander schemes for teacher training. John Barnett, the first General Secretary of the Alberta Teachers' Association, had continually advocated greater things for the University in teacher training.

In June, 1938, an A.T.A. Magazine editorial by Barnett entitled, "Why No Faculty?" stirred up a controversy over the matter. Six months

later another editorial entitled, "A Faculty of Education Needed," criticized the School of Education as being inadequate.⁷⁹

Faculty status was, however, not to be forthcoming at this time. Instead, the School of Education gave rise to the College of Education with Dr. LaZerte chosen to act as Principal. President Kerr announced the change in very optimistic fashion:

It is my belief that a very important step in the evolution of this University was taken when the Senate and Board of Governors by concurrent action in the autumn of 1939 raised the status of the School of Education to that of a College of Education. The Board subsequently promoted Dr. M.E. LaZerte, hitherto Director of the School of Education, to the Principalship of the College and authorized the appointment to the teaching staff of an additional professor in the person of Dr. Kenneth Argue, an I.O.D.E. scholar from this University who has had extended graduate study in the field of education both in Europe and in the United States. All action has been taken after friendly consultation with the representatives of the Alberta Teachers' Association and with cordial approval and support of the Provincial Department of Education. The College of Education will begin its official life with the opening of the coming autumn term.⁸⁰

The first chapter in the story of teacher training at the University of Alberta was thus completed by 1939. It was a pioneering story, the story of an institution that had a meagre beginning during the 1930's but persevered toward the heights that Dr. LaZerte and his staff had envisioned at its conception. Greater things lay ahead for the new College of Education although a world-wide catastrophe, this time in the form of war, not depression, had to be coped with by the struggling College. Modifications had

to be incorporated in order to compensate for the element of uncertainty caused by that war.

CHAPTER IV

FOOTNOTES

¹ Interview with Dr. LaZerte in Edmonton, April 10, 1972.

The exposure of LaZerte to Charles Judd in Chicago in 1920 changed his outlook with regard to school inspection. He began to emphasize the role of testing in his inspectorate particularly in the areas of reading, language and arithmetic. The relationship between educational psychology and methodology ultimately influences his decision to enter the field of teacher education. As an inspector he was unable to have as much influence on the development of teachers as the new position in the University was able to provide. He found that he also had to gain acceptance for his new ideas from very conservative officials of the Department. The fact that he was occasionally successful is illustrated by the reaction of John Ross, the Deputy Minister of Education, to a paper presented by LaZerte on the topic "testing." Ross's only congratulatory comment was, "LaZerte, I see you did not lose your head."

² Letter written to President Tory from Professor MacEachran on August 21, 1924, Tory Papers, 402-1-(N), University of Alberta Archives. MacEachran wrote:

I beg to hand you herein the resignation of Assistant Professor MacPhee. The salary and increased facilities offered by the University of Toronto make it impossible to do other than recommend acceptance of this resignation.

I beg to recommend the appointment of M.E. LaZerte as lecturer in the Department of Philosophy. Mr. LaZerte is an honours graduate in Mathematics of the University of Toronto. He has had teaching experience in Ontario and Alberta and since 1913 has been inspector of schools in Alberta. For one winter he attended special classes in Edmonton offered by the university to the teachers. He also took one summer session in the University of Chicago. Mr. LaZerte proposes to do further work in psychology and education in this University and take two quarters in Chicago next summer. He plans to continue his post-graduate work until he completes his PH.D. Mr. LaZerte's experience in teaching and inspecting in Alberta will in my judgement make him specially competent to continue the work with the teachers which we have been doing during the past few years. The salary recommended is \$2100.

³ Interview with Dr. LaZerte in Edmonton, February 15, 1972.

⁴ Ibid., LaZerte stated that Professor MacEachran assured him that when the Ph. D. study was completed they would simply shake hands on the arrangement which was worked out between them.

⁵ Ibid.

⁶ Ibid.

⁷ University of Alberta Calendars, 1925, 1926, 1927

⁸ Interview with Dr. LaZerte in Edmonton, April 8, 1972. LaZerte studied statistics and psychology under the prominent psychologist, Thurstone. He was also exposed to classes offered by Carr, Judd, Parker, Buzzwell and Freeman. In summarizing the graduate programmes offered in the United States, LaZerte revealed one significant point. In the United States the greatest emphasis in graduate work was designed for teachers in elementary education. The reasons for the prominence of elementary teachers in graduate work were: elementary teachers were receiving lower remuneration for their work and thus they wanted to improve their financial status; high school teachers generally assumed they knew it all and graduate work for them was considered a waste of time.

⁹ President's Papers, Department of Philosophy file, University of Alberta Archives. Letter from President Wallace to Dr. MacEachran, August 30, 1928.

In an interview with LaZerte on February 15, 1972, he stated that Dr. MacEachran was the chief architect behind the eventual formation of the School of Education. Other officials such as Tory and Wallace were not part of the negotiating team, but rather were the senior officials who ultimately had to seal the decisions with their signatures. G. Fred McNally was not favorably disposed to the idea and caused the negotiations to progress very slowly.

¹⁰ President's Papers, File 68-1, University of Alberta Archives. Letter from President Wallace to Perren Baker, December 3, 1928.

¹¹ Ibid., Letter from Perren Baker to President Wallace, January 8, 1929.

¹² Ibid., Letter from President Wallace to Perren Baker, January 10, 1929.

¹³ George Mann, "Alberta's Normal Schools," M.Ed. thesis, University of Alberta, 1961, p.127-28.

The agenda of the Joint Committee meeting of April 20, 1929, considered the following points.

1. Professional subjects of the teacher training course.
2. Provision for special short courses in penmanship, art music, geography and agriculture.
3. Practice teaching in the elementary and secondary school grades.
4. Types of certificates to be granted, viz. academic, specialist standing for honours students, certificates for teachers of special subjects.
5. Special provisions in the School of Education for
 - a) honours students
 - b) teachers holding first or second class professional certificates.

The Agenda is taken from the President's Papers, Joint Committee on the School of Education File, University of Alberta Archives.

¹⁴ University of Alberta Calendar, 1929-30, p.92.

¹⁵ Ibid., 1930-31, p.89.

¹⁶ President's Papers, Faculty of Education File, University of Alberta Archives.

¹⁷ University of Alberta Calendar, 1930-31, p.89.

¹⁸ P.Oviatt, "The Educational Contributions of H.C. Newland," Unpublished M.Ed. thesis, University of Alberta, 1970, p.79.

¹⁹ President's Papers, School of Education File, 1931, September 12, 1928.

²⁰ Senate minutes, University of Alberta, February 1929, University of Alberta Archives, p.185.

In the Senate Minutes, May 28, 1928, the Committee on the Professional Training of Teachers outlined the course programme for an education student.

1st year- as per calendar-(six subjects and Physical Education)

2nd year- as per calendar-(five subjects and Physical Education) with Philosophy 2-Introduction to General and Social Psychology-compulsory.

3rd year- Philosophy 51-(History of Philosophy)
 Psychology 51-(General and Experimental Psychology)
 Two Senior Options.
 Art.

- 4th year- Psychology 55-(Educational Psychology)
Two Senior Options.
Education 56-(Educational Administrations-Comparative Education and Elementary School Subjects)
Education 58-(Science and Practice Teaching, Pt.1, Elementary School Subjects)
- 5th year- Education 54-(History and Philosophy of Education)
Education 57-(Educational Administration, Secondary School Administration, Hygiene, and School Law)
Education 58-(Science and Practice of Teaching, Pt.2, Secondary School Subjects)
Two Senior Options.

In the UofA Calendar, 1929-30, there was an explanation given for the structure of the students' programme. The Education Committee came up with several recommendations concerning curriculum and prescribed pre-requisites for students which it presented to the Senate Committee for ratification. One very important consideration dealt with the question of restricting education courses to the professional year. It had first been intended to spread the professional training over the final two years of the course. While from the theoretical point of view, excellent arguments can be adduced in favor of this plan, there were several serious practical difficulties in the way of its adoption. It was decided, therefore, after a thorough discussion of the question by the parties concerned, to concentrate all of the professional work in one session-the academic year following the attainment of the Bachelor's degree.

²¹ Interview with Dr. LaZerte in Edmonton, February 15, 1972.

²² President's Papers, School of Education File, 1931, University of Alberta Archives. Meeting of the Department of Education and the University committee on School of Education, September 22, 1928.

²³ H.T.Coutts and B.E.Walker, "The Faculty of Education at the University of Alberta," School Progress, 33:31-37, September, 1964, p.31.

In the Senate Minutes of the University, 1911, further recommendations were made: that the subject of Education be added to the course of study of the third and fourth years, adding it under Group A-Senior Courses; that the subject of Psychology be added to make provision for the teaching of the same.

The idea as presented in addresses by President Tory, Mr. McCaig, Principal Dyde and others was to give a

philosophical course for Education in keeping with the historical training for law, and science training for Medicine.

It was moved by Dr. Tory, Seconded by Mr. McKenzie that a committee consisting of three representatives of the Senate and two representatives of the Faculty be appointed to confer with the Education Department as to sheet (2) i.e., the professional training of teachers.

²⁴ Senate Report, University of Alberta, University of Alberta Archives, 1922.

From the Senate minutes of 1922, the following information is given. The institution of a course leading to the degree of Bachelor of Education has been approved by the General Faculty Council. The city teachers had shown evidence of interest in courses in Philosophy and Education given after school hours, and had requested an advanced course leading to a degree. Under this arrangement the Bachelor of Education might be obtained one year after the Master's degree, and students might proceed to Edinburgh University and obtain their Doctor's degree in one year after qualifying for the B.Ed.

²⁵ Minutes of the Faculty of Education, 1930-31, University of Alberta Archives.

²⁶ President's Papers, School of Education File, 1931, University of Alberta Archives. Notice sent to the Press, September 24, 1928.

²⁷ Report of the Board of Governors, University of Alberta, 1928-29, p.43.

²⁸ Alberta, Department of Education, Annual Report, 1928, p.18.
Report written by G.Fred McNally, Supervisor of Schools, Province of Alberta.

²⁹ Ibid., p.10.

³⁰ Report of the Board of Governors, University of Alberta, 1928-29, p.28.
Also found in the Senate Reports of the University of Alberta, 1928-1932, University of Alberta Archives, p.79.

³¹ Minutes of the Faculty of Education, 1929-1946, University of Alberta Archives, March 11, 1929.

³² University of Alberta Calendar, 1929-30, UofA Archives, p.91.

³³ Minutes of the Faculty of Education, University of Alberta Archives, May 2, 1935.

³⁴ Minutes of the Faculty of Education, University of Alberta Archives, December 3, 1935.

³⁵ Alberta, Department of Education, Annual Report, 1929, p.16.

³⁶ McDougall wrote, "That when Dr. LaZerte went into action he was a nuclear powered human dynamo." The First Forty Years, 1927-1967, p.25.

³⁷ Fifteenth Annual Convocation, University of Alberta, May, 1927.

³⁸ Seventeenth Annual Convocation, University of Alberta, May, 1927.

³⁹ Senate Reports, University of Alberta, 1928-32. Faculty of Arts and Science Annual Report, 1927-28, p.11.

⁴⁰ Report of the Board of Governors, University of Alberta, March 31, 1928, p.6.

⁴¹ Ibid., 1931-32, p.6.

⁴² Ibid., 1934-35, p.7.

⁴³ Interview with Dr. LaZerte in Edmonton, April 3, 1972.

It is interesting to note that although the Faculty of Arts and Science generally had a low opinion of the School of Education, the members of the School were often chosen for prominent positions. Gilles was appointed Director of Summer School, Sparby, University Provost, and Maimie Simpson the University Dean of Women.

On page 60 of the Evergreen and Gold, (UofA Students' Yearbook), 1931-32, the following comment is found. Although the School of Education has been in existence but three years, it has awarded the I.O.D.E. scholarship the previous session, and the same honour has been bestowed upon a member of the current class, Mr. Ken Argue.

44 Ibid.

45 Interview with Dr. LaZerte in Edmonton, April 8, 1972.

46 Ibid.

In the Department of Education 32nd Annual Report, 1937, it is confirmed that the Department agreed with LaZerte's request. On page 49, it states:

A year ago we drew the attention of the University authorities to the fact that graduate teachers frequently if not always, found themselves confronted with the necessity of teaching subjects in which they had received no university training whatever. We asked that they rearrange the Arts course, at least for teachers, so that fewer of those intending to enter the profession would read for honours in a restricted field, and that more would be able to secure some training in a greater variety of subject fields.

47 Minutes of the Faculty of Education, May 9, 1932, University of Alberta Archives.

Dr. Alexander asked that the minutes express the Committee's appreciation of Dr. Smith's work while acting Director of the School of Education in Dr. LaZerte's absence. Dr. LaZerte was absent from January 1 to April 1, 1932.

48 University of Alberta Calendar, 1930-31, University of Alberta Archives.

49 Ibid., 1933-34.

50 Ibid., 1934, 1935, 1936.

51 J.W. Chalmers, Schools of the Foothills Province, p.426.

52 Minutes of the Faculty of Education, General Notes on the 1931-32 session, University of Alberta Archives.

In the Trail Magazine, Autumn, 1971, p.13, Dr. Walker states in his article, "Educating Alberta's Teachers": That the old School of Education had accommodation in the box-like building attached to the east wing of St. Joseph's College. Next the Faculty of Education was housed in the Edmonton Normal School building on 82 Avenue (Now called E.A. Corbett Hall).

53 George Mann, op.cit. p. 191.

54 Premier's Papers, File 1-500-12, Provincial Museum and Archives, Edmonton, Alberta.

In a letter from President Wallace to Premier Brownlee on February 18, 1932, he states: "I have been thinking over the question that you put to me a few days ago as to how the University might best use the Normal School Building in the event of the Normal School work being discontinued." He suggested the whole extension service could be moved there, the printing department of the University could be placed in the basement floor, and the School of Education which will probably need three or four high school rooms, could also be placed in the Normal School.

55 Minutes of the Faculty of Education, December, 1931, University of Alberta Archives.

56 Interview with Dr. LaZerte in Edmonton, April 15, 1972.

Dr. LaZerte related that the time spent in St. Joseph's was not without humorous incident. At times it was necessary for him to work in his coat because of the poor heat. The Rector would assure LaZerte that the janitor had been directed to keep the furnace running at high efficiency and was just shirking his duty. In consultation with the janitor, the Rector was given the blame because he would not provide enough coal.

57 University of Alberta Calendar, 1929-30, p.92.

58 Alberta, Department of Education, Annual Report, 1929, p.16.

59 Convocation Programme, May, 1930, University of Alberta Archives.

60 Ibid., 1930-1940.

61 President's Papers, Joint Committee on the School of Education File, University of Alberta Archives. May 12, 1930.

62 Premier's Papers, Alberta Teachers' Association File, December, 1932, University of Alberta Archives.

63 President's Papers, School of Education, 1931, File, University of Alberta Archives, Letter from President Wallace to Mr. Ross, June 17, 1933.

⁶⁴ Minutes of the Faculty of Education, May 8, 1934, University of Alberta Archives.

⁶⁵ B.Oviatt, "William Aberhart as Minister of Education," Unpublished M.Ed. thesis, UofA, 1971, p.38.

⁶⁶ Ibid., p.70.

⁶⁷ Alberta, Department of Education, Annual Report 1936, p.19.

⁶⁸ Minutes of the Faculty of Education, May 16, 1937, University of Alberta Archives.

⁶⁹ Alberta, Department of Education, Annual Report, 1940, p.39.

⁷⁰ Minutes of the Faculty of Education, May 9, 1932, University of Alberta Archives.

LaZerte spoke approvingly of the fact that Dr. Smith had been able to complete a survey of the Stony Plain School System during the period when he, the Director, was absent through illness.

⁷¹ Minutes of the Faculty of Education, May 9, 1933, University of Alberta Archives.

The program for the students was heavily based on Educational Psychology. The Evergreen and Gold, of 1930-31 states: The member of the class can be distinguished readily from the other students by the speed at which they travel through the halls, and by the number of psychology books they carry around. p.60.

⁷² University of Alberta Calendar, 1930-31, p.90.

⁷³ Interview with Dr. LaZerte in Edmonton, February 15, 1972.

⁷⁴ President's Papers, Joint Committee on the School of Education File, February 16, 1931, U.of A. Archives.

⁷⁵ Minutes of the Faculty of Education, May 9, 1933, University of Alberta Archives.

⁷⁶ School of Education Correspondence, 1938-40, Box 3, Folio 2, University of Alberta Archives.

Letter from LaZerte to Kerr, June 17, 1937.

77 Minutes of the Faculty of Education, May 2, 1938, University of Alberta Archives.

78 Minutes of the Faculty of Education, November 24, 1938, University of Alberta Archives.

79 Marion Walker, "John Walker Barnett-First General Secretary of the Alberta Teachers' Association," Unpublished M.Ed. thesis, 1969, p.122.

80 Report of the Board of Governors of the University of Alberta, 1939-40, University of Alberta Archives.

CHAPTER V

M.E. LAZERTE AND THE COLLEGE OF EDUCATION

The turbulent Thirties set off shock waves in almost every facet of social life in Alberta. The political scene was severely jolted by the rejection of the U.F.A. Government and overwhelming acceptance of William Aberhart and his Social Credit followers. The provincial schools underwent radical change with the introduction of the large administrative units and the introduction of Progressive Education practice and philosophy. The Normal Schools of the province were restricted to the two major cities. The teachers became solidly united under legislation for a teaching profession and enjoyed vastly enhanced power in determining educational policy in the province. To the teachers, teacher preparation at the University became a goal for increased status for the profession.

It was the consistent lobbying of the A.T.A. which initiated a reorganization of teacher preparation at the University of Alberta. From the A.T.A. Resolution, a resolution which had been reappearing since the early 1920's, action was finally taken to revise the programme for teachers in the School of Education.

It is proposed in this chapter to examine the events which led to the organization of a College of Education at the University. A focal point will be the developing relationship between the School of Education and the Faculty of Arts and Science. The chapter will deal with the changes

in undergraduate programmes for Education students, the restructuring of Education degrees, the changes in certification and the political incident which culminated in the establishment of a University Survey Committee which led to the demise of the College of Education at a very tender age.

A.T.A. Agitation for a Faculty of Education

The Alberta Teachers' Association continued to insist on improved teacher preparation in Alberta. At the Twenty-first Annual General Meeting at Easter, 1938, the following resolution was passed:

Be it resolved; that steps be taken to provide that the University of Alberta establish a Faculty for teachers and that requirements for entrance into this Faculty be the same as those necessary for Normal entrance.¹

Dr. G.D. Misener, of the A.T.A., carried the resolution to the University Senate. At the December meeting, Dr. Misener moved that immediate steps be taken by the University of Alberta to provide a Faculty of Education.² He presented material in support of the motion, showing that it was a resolution which had been recurring since 1923. He asked for a mandate of the Senate authorizing the President to establish a Faculty of Education. This move would ensure a more practical and efficient system of teacher education and would not involve any large expense.³

The University Senate approached the motion with

caution. Chief Justice Harvey explained that a Faculty could not be established without the consent of the Board of Governors, and the Board of Governors could not establish a Faculty without necessary funds provided by the Government.⁴ Dr. McNally suggested that a committee of the Senate be appointed to report to the Board of Governors on costs.⁵ Dean Smith expressed the opinion that a great deal more than finance was involved in Dr. Misener's suggestion. It would mean double jurisdiction over the students from the time they entered until they left university five years later.⁶

Dr. Misener withdrew his original motion and moved that representatives of the Senate, the Department of Education and the Alberta Teachers' Association make up a committee to report to the Board of Governors.⁷ It was finally agreed that the Chancellor appoint a committee to study and report upon the whole matter raised by the original motion.⁸

Senate Committee Investigation and Recommendations

The Chancellor of the University at the December 9th meeting of the Senate appointed the President, the Deputy Minister of Education and Messrs. G.M. Smith, MacEachran, Sheldon and Ottewell to study the question put forward by Dr. Misener of the A.T.A.⁹

While the committee was considering the proposal, John Barnett continued to lobby for a Faculty of Education.

He wrote the following in a letter to Dr. Fred McNally,
Deputy Minister of Education, on March 9, 1939:

The A.T.A. first considered a Faculty of Education in 1928 and had Macdonald, LaZerte, MacEachran and Tory set up proposals which were ratified by the A.T.A. These proposals were embodied in a circular presented to a committee of the Association by Dr. MacEachran, in the presence of Dr. Macdonald, Dr. LaZerte and other members of the then Department of Philosophy.

Since the School of Education was established there had been constant complaints from graduates, from students in training and from parents of students in training, about the set-up, whereby no professional training is touched in the University until after graduation from the Faculty of Arts, furthermore, that training for a teacher up to the standards now demanded of high school teachers, cannot be properly carried through in one year, and that the matter of practice teaching what ought to be called the actual "spade work" in the practice schools should not be crowded into one year.¹⁰

A progress report of the committee was presented at the May Senate meeting in the form of the following resolutions:

- (1) Replacing the School of Education, there shall be established in the University of Alberta a College of Education.
- (2) The purpose of the College shall be the professional training of high school teachers and the pursuit of research in the field of Education.
- (3) The chief administrative officer shall be called the Principal.
- (4) The President of the University, the Principal together with all full-time members of the teaching staff of the College, shall form the Council of the College. The Registrar of the University shall act as Secretary.
- (5) There shall be a Liaison Committee composed of representatives of the Provincial Department of Education and of the University, whose function shall be to coordinate with respect to teacher training the policies of the Department and those of the College.

Before coming effective all legislation relating to admission to the College and in respect of its curricula

requirements shall be approved by the Liaison Committee and subsequently by the University Senate.

The personnel of the Liaison Committee shall consist of the President of the University (Chairman), the Deputy Minister of Education, the Principal of the College, the Supervisor of Schools, Dean of Faculty of Arts and Science, Senior Inspector of High Schools, Secretary, the Registrar.

(6) The Principal of the College shall be ex-officio a member of the University Senate.

(7) The College shall have its own special budget.¹¹

The Senate Committee was faced with some extremely delicate issues related to the establishment of the College of Education. The most difficult area concerned the historical relationship between the School of Education and the Faculty of Arts. The question of faculty status for Education was closely related to the traditional fusion of Education and Arts and Science. The committee sought various opinions which revealed a divergence of thought on the question of faculty status. The committee members eventually proposed the concept of a College of Education for the province.

Dr. Newland presented the strongest argument for an independent College or Faculty of Education:

The teacher training must be integrated with actual training in those subjects. He expressed disapproval of the policy of taking certain academic training and then stepping off to the side for professional training, as being not up to date. He said that when the School of Education was first set up, Dr. Sansom had maintained that this attempt to set up a School of Education under the domination of the University would not produce results. He said experience in the United States had been altogether against it and that the only thing that would solve the problem was a Teachers' College in which the

professional training of teachers could be carried on.

It is impossible to graft on professional training to academic training which has been without regard to its use.

Dr. Newland set forth possibilities which might be considered in relation to a possible solution of these problems. In the first place it might be advocated that if we want an integrated kind of training we should have in the University a Faculty established for that purpose and supported by funds specially earmarked for maintenance of that Faculty. There is certainly more need in the teaching professions for such a step than in Medicine or Law. The second possibility is that the Government might set up a Teachers' College and in doing that it might very well consider the possibility of amalgamating the two Normal Schools, the Institute of Technology and Art and Mount Royal College, and offering a four or five year course and arranging it so that any training may count, e.g. summer school, Normal School.¹²

Dr. Macdonald prepared a substantial report for the committee in which he outlined what he felt were areas of concern. He stated:

With regard to the subjects of the B.A. or B.Sc. for intending teachers, an important issue has been raised. This is the question of not only controlling the student's choice of subjects so that he will select those he is most likely to need in his profession (such control is now exercised to some extent) but also of providing for a more professional approach to the study of the subjects chosen; that is, providing instruction which to some extent at any rate, takes account of the fact that the student intends to teach the subject in question.¹³

According to Macdonald, the problem of teacher training in Alberta could be solved if a solid academic training could be integrated with specific and special requirements of the situation in Alberta schools.¹⁴ The question arose as to whether the faculty type of organization would be best for

the purpose. Macdonald stated:

As contrasted with the other professions, Medicine and Law, the teaching profession stands in a particular relationship to the Faculty of Arts and Science. The work that the teacher does in the Faculty is an integral part of his professional equipment. Such is not the case with the other professions. This is not at all a matter of difference of status; it is simply a matter of difference of training needs. The point, moreover, is not of theoretical interest merely. It carries with it the important practical corollary that any arrangement which tends to widen the cleavage between the technical part of the teacher's training and his training in the Faculty of Arts and Science is open to serious question.

There is good reason for believing that such a cleavage has actually occurred to a considerable extent in the United States, where the faculty type of organization is common, and that it is a main source of criticism and misgiving frequently expressed by American educationists themselves with regard to faculties of Education in that country. It may well be that the faculty organization even tends to give rise to an unnatural rivalry between Education and the Faculty of Arts and Science. It may also be that America itself is now in process of moving away from that type of organization. There are some indications that such may be the case.¹⁵

Changes in Teacher Education

The Department of Education at this time also began to consider changes for the Normal Schools. From May 29 to June 2, 1939, the Supervisor of Schools visited the Milwaukee State Teachers' College for the purpose of examining a new plan of training for kindergarten and elementary school teachers that had recently been introduced at that institution.¹⁶ The Normal Schools were not involved in preparing high school teachers but the conclusions drawn from this visit lent

support to the concept of a College of Education. The report listed several advantages in a large teacher training institution operating as a College which were not offered in the Alberta Normal Schools.¹⁷

The proposed College of Education was designed to have professional training distributed over the student's entire programme. The problem of simultaneously completing the requirements for a B.A. or a B.Sc. as well as the prerequisites for the School of Education thus became a concern.

At a meeting of the Liaison Committee on February 2, 1938, Dr. LaZerte drew attention to the fact that the present Arts and Honours courses were not giving the student adequate preparation for the work required of him in the average rural high school of the province.¹⁸ The Senate Committee considered this a major problem for Alberta's teaching force and sought alternative methods for preparing teachers. Mr. Balfour, an inspector with the Department of Education, stated:

The difficulty being faced was that many students deferred until graduation the decision to enter the School of Education which meant generally that in their undergraduate years they have made a selection of subjects leading more toward specialization. While this may be desirable from the standpoint of an Arts degree it does not fit into our teacher situation in this province: many of these people are not equipped to go into our rural high schools and teach, there has been too much specialization for the ordinary high school teaching.¹⁹

The solution to the problem of prerequisites appeared to lie in a concentrated guidance procedure for all new students. In May, 1937, the School of Education Committee

stated that officials should, by means of duplicate registration and a "directed" Arts course, be given closer contact with students who expect to take this training.²⁰ The proposed duplicate registration was seen by Dean Smith as an unnecessary and additional burden on administration. More consultation and guidance of students was considered valid, however. Dean Smith reported in November, 1939:

The arrangements for consultation with Professor H.E. Smith (in Convocation Hall) and in different cases with Professor LaZerte, of all the freshmen who at their first registration have any thought of ultimately entering the School of Education, continue to work satisfactorily.²¹

The enrolment continued to remain static, however, and dissatisfaction was felt among Alberta's teachers in regard to preparation for the Alberta teaching situation. The congestion of courses in the one year of teacher preparation was somewhat relieved when the Faculty of Arts and Science agreed to a School of Education proposal in May of 1939. Dean Smith wrote to the President:

Council understands that the School of Education wishes concurrence in a proposal by which students in Arts and Science intending to enter the School of Education may be permitted, while undergraduates, to take one of the following part-time subjects for professional training in each of the three undergraduate years: Dramatics, Music, Art, Junior Business. The object of this proposal is apparently to relieve the pressure of studies in the professional year of Education.

I am asked to reply that the Council of the Faculty of Arts and Science is willing to concur in this proposal of the School of Education provided
(1) That it be clearly understood that only one of these part-time professional subjects may be taken by an undergraduate in Arts and Science in

any one regular academic session.

(2) That these courses may be timetabled without conflict with the timetables of Arts and Science.

(3) That students under certain special conditions, e.g., general weakness in their studies, may be refused this privilege and required to take these extra professional courses in summer school.²²

The precedent for more evenly distributed courses in teacher preparation had thus been set. Dr. LaZerte, however, felt that an even more expanded foundation was required for entrants to the School of Education professional year.

LaZerte presented a proposal during the winter of 1938 which when incorporated had a profound effect on the programme of undergraduates intending to enter the School of Education. The Board of Governors reported:

The most recent requirements for admission to the School of Education which prescribe seven specific undergraduate courses make it impossible for an undergraduate to meet all these requirements for the B.Sc. degree in respect of C Division courses. The Council therefore proposes that a candidate for the B.Sc. degree who is also preparing for the School of Education, may in his second year, take one of the prerequisites for the School of Education instead of one of the C courses in the B.Sc. programme.²³

C courses were part of the Science programme as opposed to the humanities or social sciences programmes.

Dean Smith wrote to Dr. McNally, the Deputy Minister of Education, on February 2, 1939, outlining the new prerequisite courses for the School of Education. He stated:

The senior courses in philosophy and psychology have long been required. The present statement of the other prerequisites is the result of representations made in the winter of 1938 by the Director of the

School to the Faculty of Arts and Science, to the effect that many programmes offered by the graduates entering the School of Education were not satisfactory for the general purpose of teaching in the smaller schools.

It was submitted that all teachers should be equipped as far as possible to teach all the academic subjects of Grade XII.²⁴

The new prerequisites for the School of Education appeared in the University of Alberta Calendar, 1939-1940. Dean Smith assured the Senate Committee on Teacher Training that:

It is now possible for a student in Arts and Science who proposes to enter the School of Education to meet the requirements of all seven prerequisites of the School of Education within the three undergraduate years normally taken by students proceeding to the B.A. or B.Sc. degree. The seven prerequisites prescribed by the School of Education, of which five are courses in subjects actually taught in the schools and two preliminary to professional training in Education, may be fitted into any general course in Arts or Science without any deviation from desirable programmes in Arts and with only a slight deviation in respect of programmes of students in Science.²⁵ (The seven courses are listed in footnote 24)

The Faculty of Arts and Science granted concessions to the School of Education for a much improved teacher preparation programme and it became questionable whether a major change resulting in a College or Faculty of Education was really necessary. Other changes were, however, also being considered.

Prior to the historic Senate meeting of December, 1939, there was a significant realignment of degrees offered in Education. At the September 25th meeting, 1939, the

Committee on Higher Education composed of Macdonald, Gordon, LaZerte, MacEachran and H.E. Smith pointed out that some students were interest in graduate work in Education and recommended that:

- (1) The M.A. in Education be discontinued
- (2) A degree (B.Ed.) be instituted to meet the needs of the first group. (Undergraduate work leading to first degree)
- (3) That a higher degree (M.Ed.) be instituted to meet the needs of the second group. The proposed M.Ed. would correspond to the present B.Ed. which it would replace.²⁶

The proposals were presented to the School of Graduate Studies which in turn presented the plan to the Senate in December of 1939.²⁷ The two new degrees were, however, considered graduate degrees and continued to be the responsibility of the School of Graduate Studies.²⁸ The students enrolled in the new B.Ed. programme were required to present an undergraduate degree before admittance. However, the new degree was only of one year duration as compared with the two and one half years or more of the old B.Ed. programme.²⁹

To provide for students who might suffer by the lowering of the status of the Bachelor of Education degree, it was ruled that graduates holding the degree of Bachelor of Education before 1939 could return to the University their Bachelor of Education parchments and be awarded the degree of Master of Education and receive new parchments.³⁰ Students who were registered in the old M.A. in Education

could complete their programme and receive a Bachelor of Education degree, new style.³¹ The new B.Ed degree remained under the Faculty of Graduate Studies, although the revision delegated it to the status of an undergraduate degree. The Senate Committee, however, felt that a major change was justified. Thus at the Senate Meeting on December 8, 1939, the new College of Education was born. The Senate heard the final recommendations of the Senate Committee and ratified the structure of the proposed College of Education. The Government issued the following report:

At the 1940 session of the Legislature, the School of Education of the University of Alberta, organized for the professional training of high school teachers, was raised to the status of a College and given a separate budget. A third full time man was added to the staff and preparations made for considerable increase in enrolment. In this the College was not disappointed. Now students intending to enter teaching register with the College at the outset of their university career, and so have the advantage of expert advice throughout their undergraduate years.³²

The formation of the College of Education was generally supported by the teaching profession in the province. In an editorial in February, 1940, John Barnett wrote:

The functions of the new College are specified as those of training secondary school teachers and of carrying on and promoting education research. In respect of the first, the greater autonomy of the College should result immediately in a more suitable and adequate academic preparation of teachers as a consequence of the possibility of earlier and more consistent planning of undergraduate programmes. Improvement in administration, such as the spreading of professional training over a longer period of time, extending the facilities for practice teaching and the like, are now brought within the range of possibility.³³

Although the College was indeed a step toward an autonomous institution for teacher preparation, there still existed the heavy dependency upon the Faculty of Arts and Science, much to the consternation of John Barnett. As President Robert Newton related, John Barnett was profoundly suspicious of the University Faculty of Arts and Science, under whose aegis the College of Education was to function. To him, this Faculty was a road-block of conservatism in the way of training teachers in progressive educational methods.³⁴

The massive reorganization of the public school curriculum between 1934 and 1939, and the influence of the Progressive Education movement no doubt put increased pressure on the University to prepare teachers in a more relevant manner for Alberta's situation. The conservative approach of the Faculty of Arts and Science did not lend itself to positive comments from progressive educators. Charles Judd stated:

Literally the worst course which the teachers' colleges of the country can adopt is to follow in the footsteps of the traditional Arts colleges... (they) should abandon traditions of the Arts colleges, make a first hand study of the needs of the American schools, invent the curriculum materials these schools need, prepare for these schools teachers who have a broad outlook and an acquaintance with the larger issues of present day life, and cultivate the respectability which comes from creative leadership rather than from imitation.³⁵

The President of the University, W.A.R. Kerr (1936-1941), recognized the potential hiatus which could result if the University did not keep pace with the changes which

were taking place in other levels of education in the province. The question arose: what practical value was a traditional university education in times of radical progressive change in elementary and secondary education in the province? Reporting to the Board of Governors in 1939, Kerr stated:

There is no doubt that the theories and practice of the new progressive education are becoming widely influential. There is no doubt also of the concrete difficulty of bringing about a perfect fit as between the new type of high school graduate and the necessarily differing entrance requirements of the varying University faculties.

Secondary school and university are both members of a unified state system and their several purposes should be completely and sympathetically co-operative. The passes leading across their common frontier should be as straight and as easy of gradient as intelligence and good will on both sides can devise them.³⁶

The emergence of enterprise education was of greater significance to the teacher training college than to the faculties in the University. The circumstances of societal change gave rise to a demand for change in teacher training and in fact a demand for increased autonomy for teacher training colleges in the province.

The change in status of the School of Education meant that the intending teachers could now register in Education rather than in Arts. It also resulted in changes in the certification of teachers in the province. Under the School of Education, the students could complete requirements for three certificates. A graduate of Arts and Science who had completed the School of Education requirements would

receive a High School Teacher's Certificate. An Honours graduate would receive a High School Teacher's Certificate with specialist standing and a graduate in Commerce or Home Economics would receive a High School Teacher's Certificate with standing in his particular field.³⁷

The unsettling international scene with its resultant drain on the teaching force in Alberta, coupled with the creation of the College of Education, resulted in a new format for certification.

In the 1941-1942 Calendar, it states that the training in the Colleges of Education led to four types of certification:

(1) The Junior Certificate for the High School for those who have entered the College of Education with an incomplete undergraduate programme.

(2) The High School Certificate for those who have complete College of Education diploma requirements after graduation in Arts and Science, Commerce, Agriculture or Home Economics.

(3) The High School Certificate with specialist standing in designated subjects for graduates from Honours courses in Arts and Science or for holders of the M.A. or M.Sc. degree obtained in high school subject matter field.

(4) The High School Certificate supplemented by a special certificate for the teaching of the special subjects featured in undergraduate years for graduates in Commerce, Home Economics or Agriculture.³⁸

The appearance of the Junior Diploma and Certificate made it possible for teachers without degrees to assist in the teaching of young people during the war years. The students who received the Junior Diploma were recommended

for the Junior Certificate for the High School, giving teaching privileges in grades VII to XI inclusive. The students who graduated received a Senior Diploma and were recommended for the High School Certificate authorizing them to teach grades VII to XII inclusive.³⁹ This provision allowing students to teach before a degree and an Education diploma was resultant of a proposal presented to the Liaison Committee by Dr. LaZerte in 1939. He suggested that students be allowed to enter the University for a combined Arts and Education course and at the end of two or three years' study to teach on an interim certificate, returning later to the University for a year of Arts and a refresher course in Education.⁴⁰ The Government responded to this suggestion by an Order-in-Council which made it possible for a student to receive the Junior Certificate for High Schools based on two years of undergraduate work in Arts or an approved Faculty, or completion of the first year's work leading to the degree of B.A. or B.Sc. as prescribed for College of Education entrants plus a year of Education.⁴¹

The new Bachelor of Education degree was initially under the jurisdiction of the School of Graduate Studies. In the 1940-1941 year, however, the Senate accepted the recommendations from both the College of Education and the School of Graduate Studies that the administration of the Bachelor of Education courses would in the future be the responsibility of the College of Education.⁴² It was also

reported that from the date of the Senate approval of this transfer, no application for candidacy for the M.Ed. degree would be considered until the full requirements of the B.Ed. degree, or of the M.A. degree in Education (old style) or of equivalent degrees from other universities, had been completed.⁴³

At the conclusion of the first year of operation of the College of Education, acting President, Newton, reported:

The College of Education has now completed its first year in its new form and congratulations are due to Principal LaZerte and his colleagues for the encouraging success of the past session. The enrolment of the College has substantially risen and the sphere of its activities and influence is obviously expanding.⁴⁴

The increase in enrolment and the addition of a third full time staff member placed pressure on the existing facilities of the College of Education. By the fall of 1941, Dr. LaZerte was forced to request additional facilities.

There are three members of the staff in the one office here and the interruptions are so many that Dr. Argue has found it necessary to provide himself with a desk in the storeroom in order that he may get some of his work done in quiet.⁴⁵

The formation of the College of Education was completed during a period of world-wide catastrophe and it appeared that it would serve the needs of Alberta students for a long time to come. The demise of this College of Education and the formation of the Faculty was by and large the result of an incident which occurred in 1941, shortly after the College had been established.

Dr. L.G. Thomas explains the nature of the resulting controversy between the Government and the University.

A custom had grown up of conferring the degree of Doctor of Laws on prominent citizens including members of the Provincial Government, and the University, following the traditional usage, might not have expected the outburst which followed the proposal to the Senate to present to Convocation for this degree the Premier of the Province, the late Honourable William Aberhart. The Senate by a majority of one voted against the proposal and the University was placed in a most embarrassing position. Had no publicity attended either the proposal or the Senate vote, the incident would have had little importance but unfortunately the episode attracted wide attention. The Social Credit Government was bitterly opposed in some quarters and the granting of the degree to the Premier had long been a subject of speculation. The Senate vote put the University in a humiliating position of offering a gratuitous insult to the leader of the Government elected by the majority of the people.⁴⁶

This incident resulted in an investigation into the operation of the University. Perhaps such a review was overdue but at this time the investigation appeared to be based on the assumption that political elements were influencing the operation of the University.

In August, 1941, a special committee was set up by the Provincial Government to survey the affairs of the University.⁴⁷ The report was of a major consequence to the teaching profession of Alberta as the recommendations initiated a new era for teacher preparation in the province.

Summary

The period from 1938-1941 was characterized by notable changes in the area of teacher preparation. The inaugural ten year period under the School of Education needed

revitalization and change in order to relate more directly to the demands of the changing society. The dynamic A.T.A. initiated the movement for Faculty status at the University. However, the Senate Committee chose to recommend a College to replace the School of Education. The relationship between the College of Education and the Faculty of Arts and Science remained mutually important. There was, however, a trend toward more independence for the new College of Education. Changes in Education student programmes made it necessary for the Faculty of Arts to reassess the B.A. and B.Sc. degrees and to make provision for prerequisite work for students desiring to enter the College. The M.A. degree in Education was abolished and the reduction in status of the B.Ed. preliminary to the M.Ed. degree opened the way for an undergraduate degree in Education. The provincial curriculum revision precipitated by the influence of Progressive Education theorists, provided concern for the officials who would be required to prepare teachers to handle the requirements of the new methodology. The international crisis of World War II had repercussions in the University, as was to be expected. The drain on high school teaching personnel made it apparent that the extensive period of training had to be temporarily modified to meet the needs of the school population in the province.

The College of Education thus provided an interim function in teacher preparation. The Aberhart incident and the resultant University survey placed the wheels of

change in motion once again. The progressive Province of Alberta demonstrated its willingness to lead the way in the Dominion by way of the startling organization of a Faculty of Education in Alberta.

The adoption of a college concept for teacher education in Alberta was a cautious move by educational officials. It was felt that the formation of an independent faculty would result in a depletion in the student ranks of other faculties, namely that of Arts and Science. LaZerte relates that there was apparent reluctance on the part of both University and Government officials to endorse the concept of a faculty. This reluctance proved to be unwarranted because the Faculty of Education, as it was finally constituted, supplied a large number of students for instruction in other faculties.

LaZerte had a vital concern in the negotiations which preceeded the establishment of the College of Education. He was a consistent advocate of the faculty concept, basing his reasons on administrative difficulties which had developed because of the relationship between the School of Education and the Faculty of Arts and Science. the primary areas of discontent were the difficulties of arranging a suitable timetable for Education students who required extended periods for student teaching, the differences in opinion concerning the prerequisites of Education students, the degree requirements for students entering the School of Education and the inferior position of the

School of Education authorities in the University organization, as evidenced by the role of Education professors at the convocation of its graduates.

LaZerte was president of the A.T.A. (1937-1939), when the proposal for a Faculty of Education was submitted to the University Senate. He is reluctant to receive any credit for this proposal other than to state that he was aware of the action initiated by the A.T.A. for the formation of the Faculty.

CHAPTER V

FOOTNOTES

¹President's Papers, School of Education Correspondence, 1938-1941, University of Alberta Archives. Letter from Ottewell to Kerr, December 7, 1938.

²Senate Minutes of the University of Alberta, December 1938, Book 5, P.87, University of Alberta Archives.

³Ibid., P.87

⁴Ibid.

⁵Ibid.

⁶Ibid.

⁷Ibid.

⁸Ibid., P.88

⁹President's Papers, School of Education Correspondence 1938-1941, University of Alberta Archives.

¹⁰Ibid., Letter from John Barnett to Dr. Fred McNally on March 9, 1939.

¹¹Ibid.

¹²President's Papers, School of Education Correspondence 1938-1941, University of Alberta Archives. Minutes of the meeting of the Senate Committee on Teacher Training, April 18, 1939.

¹³President's Papers, Faculty of Education File, 1940-1944 University of Alberta Archives. Dr. Macdonald's report on the School of Education.

¹⁴Ibid.

¹⁵Ibid.

¹⁶Alberta, Department of Education, Annual Report, 1939, P.24

¹⁷Ibid., P. 26

¹⁷ Ibid., p.26.

¹⁸ President's Papers, Correspondence of the School of Education, 1938-40 File, University of Alberta Archives. Meeting of the Liaison Committee, February 2, 1938.

¹⁹ Ibid., Minutes of the meeting on Teacher Training, April 18, 1939.

²⁰ Alberta, Department of Education, Annual Report, 1937, p.27.

²¹ President's Papers, School of Education Correspondence 1938-41 File, University of Alberta Archives. Letter from Dean Smith to the President, November 4, 1939.

²² Ibid., Letter from Dean Smith to the President, May 10, 1939.

²³ Report of the Board of Governors, University of Alberta, 1938-1939, University of Alberta Archives, p.22.

²⁴ President's Papers Correspondence of the School of Education 1938-40 File, University of Alberta Archives. Letter from Dean Smith to G.Fred McNally, February 2, 1939.

The pre-requisites to the School of Education included: English 2; Political Economy 1 or one junior or senior course in History; Chemistry 40 or 42 or Physics 5; Math. 40 or French 2 or Latin 2-4; Philosophy 51 or 54 or 57; Psychology 51 or 52 or 58.

²⁵ President's Papers, Correspondence of the School of Education, 1938-41 File, University of Alberta Archives. Letter from Dean Smith to the President, November 4, 1939.

²⁶ Ibid., Report of the Committee on Higher Education, October 18, 1939.

²⁷ Board of Governors' Report, University of Alberta, December 8, 1939, University of Alberta Archives, p.245.

²⁸ In the Calendars of the University, 1940-42, both the B.Ed. and the M.Ed. were considered Graduate Degrees.

²⁹ University of Alberta Calendar, 1939-40, p.119. In order to be recommended for the degree of B.Ed. the Candi-

date must, in accordance with the requirements set out below (1) complete 10 courses from an approved list. (2) submit a thesis. In 1940-41, it stated that a student may be awarded the degree of Bachelor of Education who shall have satisfied examiners in (a) Education 54 and 56, (b) A thesis in Education. (c) Two approved courses.

³⁰ Board of Governors' Report, University of Alberta, 1939, p.242.

³¹ Ibid.

³² Alberta, Department of Education, Annual Report, 1940, p.8-9.

³³ The A.T.A. Magazine, "The College of Education", Editorial by John Barnett, February 1940, p.2.

³⁴ Robert Newton, "I Passed this Way, 1889-1964," Unpublished Memoirs, p.303-304.

³⁵ W.D.McDougall, "Improvement of Elementary Teacher Education in Alberta," Unpublished Doctoral thesis, Teachers' College, Columbia University, p.126.

³⁶ Board of Governors' Report, University of Alberta, 1938-39, Report of the President W.A.R.Kerr, p.11.

³⁷ University of Alberta Calendars, 1935-1941.

³⁸ Ibid., 1941-1942.

³⁹ Ibid., p.237.

⁴⁰ President's Papers, School of Education Correspondence File, University of Alberta Archives. Minutes of the Education Liaison Committee, December 4, 1939.

⁴¹ Alberta Gazette, December 31, 1940. Order-in-Council 1715-40, p.1083.

⁴² Board of Governors' Report, University of Alberta, 1940-41, p.26.

At the January 10, 1941 meeting of the Senate, LaZerte requested that the Senate authorize a Junior Diploma of the College of Education to correspond to the recently established junior high school teacher's certificate of the Government. Senate minutes, Book 5, January 10, 1941, p.162.

⁴³ Senate Minutes, University of Alberta, May 12, 1941, p.204, University of Alberta Archives.

⁴⁴ Board of Governors' Report, University of Alberta, 1940-41 , p.12.

⁴⁵ President's Papers, Faculty of Education File, 1940-44, University of Alberta Archives. Letter from LaZerte to Newton, September 17, 1941.

⁴⁶ L.G.Thomas, The University of Alberta in the War, 1939-45, University of Alberta, Edmonton, 1948, p.36.

⁴⁷ Board of Governors' Report, University of Alberta, 1941-42, p.13.

CHAPTER VI

THE FACULTY OF EDUCATION

The proposed formation of a Faculty of Education had been an issue of controversy within academic circles for twenty years. Dr. Thomas states:

There were many critics, ranging from those who deplored it as unnecessarily long and elaborate to those who feared that it might submerge the high traditions of liberal education and the Faculty of Arts under a tide of courses in pedagogical method. To others it seemed the greatest opportunity to exert a profound influence in the life of the province that the University had ever been afforded.¹

The concept of a Faculty of Education had been a vision of LaZerte and he played a dominant part in its eventual formation. He was at the same time both despised and admired for his determined stance. Along with Newland and Barnett, he was responsible for the formation of the first Faculty of Education in Canada.

It is proposed in this chapter to deal with the events from 1941 to 1945, the period of negotiation and change in education in Alberta. The Survey Committee which initiated the review of teacher preparation in Alberta started the movement toward a Faculty. The chapter will look at the organizational work of LaZerte, the new Dean of the Faculty, and the programmes which resulted from his action. The war crisis also placed demands on the University as accelerated courses were begun to meet the acute shortage of teachers.

Toward the end of the war, important changes were

implemented due in part to the Post-War Reconstruction Report, a study commissioned by the Alberta Government. The report recommended the integration of all teacher education in Alberta and opened the way for university training for all teachers. This chapter will examine the recommendations of the report and the events which led to complete integration by 1945.

The Liaison Committee and Committee on Certification became redundant as LaZerte and his colleagues laid the plans for the Faculty. The overriding impression of this period is that post-war needs demanded significant changes and that Education, to take its rightful position in professional circles, had to professionalize its institutions and produce highly trained and competent teachers.

Survey Committee

In August, 1941, the Provincial Government set up a special committee to survey the affairs of the University. The committee consisted of H.H. Parlee, Robert Newton, G. Fred McNally, H.C. Newland, F.G. Winspear and John W. Barnett.² The committee made an interim report at the end of January when the last session of the Legislature opened and certain of its recommendations were made the basis for a Bill to amend and consolidate the University Act. Other recommendations were within the powers of the University governing bodies to implement, notably the raising of the College of

Education to the status of a faculty.³

The A.T.A., since its inception, had advocated a Faculty of Education, thereby striving to improve teacher qualifications and status. Now the University Survey Committee's recommendation afforded the opportunity for teachers to obtain new status and recognition. In its recommendations the committee stated:

...that the College of Education be given faculty status forthwith. Heretofore the College has had full jurisdiction over its students only in the final year of a four-year combined course in Arts and Education. With the achievement of faculty status, the Bachelor of Education would become an independent degree, to be awarded either upon the completion of a course of study in that Faculty or as the professional degree in a combined course with another faculty. The Faculty of Education would be built up by associating with the University Department of Education such other departments as might contribute courses to its curriculum: for example, Mathematics, Chemistry, English, History, Philosophy, Political Economy, Accounting, Household Economics.

Since the output of the College of Education has never been large enough to keep the high schools adequately supplied with teachers, it seems wise, on the one hand, not to make the course unduly long and, on the other hand, to provide intermediate stopping places for students who cannot afford to take the whole course at once. Different student groups might be accommodated by a two-year course leading to the Junior Diploma, a three-year course leading to the Senior Diploma (and the degree of Bachelor of Education for able students), and a four-year or five-year course leading to combined degrees in two faculties. Students who had difficulty in completing the work for these diplomas or degrees in the minimum time might do so by attendance at summer sessions. For ambitious students there should be opportunity as at present to take graduate work, either in regular course or in summer session, for the degree of Master of Education.⁴

Admission to the College of Education had been

restricted to holders of a degree and thus when the Faculty was proposed, modifications were necessary to entrance requirements. The report suggested that:

With respect to matriculation to the Faculty of Education, the committee recommends that this should be harmonized as closely as possible with the requirements for entrance to Normal School. The number of university trained teachers is insufficient to meet the needs of the province's high schools, and every encouragement should be given qualified candidates to study for the Bachelor of Education degree. The Normal Schools and the Faculty of Education should be regarded as integral parts in a progressive system of teacher training.⁵

The idea of admitting grade XII students directly into the study of Education was advocated by LaZerte while acting as Director of the School of Education. In a School of Education meeting on September 25, 1939, he recommended that:

The prerequisites governing entrance into the School of Education be at all times the same as those prescribed in the Faculty of Arts.⁶

At this time the proposal was largely disregarded by educators who maintained that an Arts or Science degree for all high school teachers was most desirable.

With the new entrance requirements allowing students to bypass an Arts degree, there was concern on the committee that a gulf would widen between the Faculty of Arts and Science and the new Faculty of Education. The report stated:

On the other hand, the Faculty of Education should not fall into the error of growing away from other University faculties. It is desirable that a large number of students should continue to take combined

courses in Arts and Education, and that new combinations such as Commerce and Education, Household Economics and Education be developed. Candidates for these must satisfy the matriculation requirements of both schools concerned.⁷

Constant criticism was levelled at the degree regulations which did not take into account work already completed at Normal Schools or in Department of Education summer schools. Thus the Survey Committee proposed:

As a general principal, that credit should be given for work which is relevant to the programme of the degree toward which a student is headed. Thus work done at a Normal School should earn some credit towards an Education degree.⁸

The committee concluded its report with the resounding decision that the College be elevated to faculty status by stating:

The College of Education has been treated essentially as a faculty and the according of full faculty status seems to be the next logical step in its development. So far it consists of only one department, but it could be built up into a faculty by associating with it other departments as outlined in this report.⁹

The A.T.A. reacted exuberantly to the news of the impending Faculty.

Success has crowned the efforts of the Alberta Teachers' Association after years of advocacy and waiting for the University of Alberta to recognize teaching as a fully fledged profession - to raise Education to faculty status - and the outlook is now bright.¹⁰

When the report had been finalized, an enormous task faced the staff of the College of Education - that of preparing for the opening of the new Faculty of Education. The selection of a Dean for the Faculty was its first consideration.

Dr. LaZerte, who had served as Director of the School of Education and Principal of the College of Education, appeared to be the logical choice. During the extended growth period of Education at the University, LaZerte had been a proponent of many changes and at times had agitated for changes which were strongly contested by the older members of the faculty. As a result, he had brought about positive changes for the teaching profession at the expense of his own popularity at the University. The Advisory Selection Committee considering the selection of a Dean was aware of the friction and was not immediately certain that LaZerte should become Dean.

In a letter to President Newton (President 1941-1945), LaZerte stated that he had confidence in his ability to smooth out all difficulties and to cooperate cordially with the Arts Faculty.¹¹

When the selection was made, Dr. LaZerte became the first Dean of the Faculty of Education and inherited the mammoth task of organizing the new Faculty. The task was made more difficult because Dr. Smith, who had worked at the University with Dr. LaZerte since the birth of the School of Education, was granted a leave-of-absence in order to take a military post as personnel officer in October of 1941.¹²

LaZerte completed the initial organizational work prior to the Board of Governors meeting in the spring of 1942. It was at this meeting that final approval of the

Faculty of Education was extended. President Newton notified LaZerte of the positive response by the Board of Governors to his preliminary organization.

At the meeting of the Board of Governors last Saturday, approval was given to the council membership of the Faculty of Education, the scale of fees, the matriculation requirements, and the curricula for various courses, all as recommended by you.¹³

Accelerated Courses

To compound the work load of LaZerte, World War II had precipitated the need for accelerated courses. The University Survey Committee in its interim report recommended an investigation of the possibility of fuller operation and a special committee to consider the question was appointed by President Newton in February, 1942.¹⁴

The Committee's study suggested that immediate acceleration was desirable in Medicine, Dentistry and Education.¹⁵

Dr. Thomas relates:

Accelerated courses were offered by the Faculty of Education in 1942 and 1943 with a view to meeting the emergency created by the enlistment of many high school teachers in the armed services. These courses were very much of an emergency nature and were given during the long vacation as a supplement to the usual summer session of the Faculty of Education.¹⁶

The acute shortage of teachers resulting from war conditions was alleviated but not solved by this special programme. At the first special session which began May 20, 1942, thirty-three students registered in the course

which led toward a High School Teacher's Certificate. The students then proceeded to teach in the fall and returned to the University for the summer session in 1943 to complete their interrupted programme.¹⁷

The accelerated course was available to graduates of Arts, Commerce or Household Economics who could enroll as candidates for the High School Certificate valid as a teaching license in grades VII to XII inclusive or for undergraduates with two years work completed, or with one year completed with credit in approved courses who may enroll as candidates for the Junior Certificate for high school, valid in grades VII to XI inclusive. This course was arranged primarily to provide training for persons who, though not intending to enter the teaching profession permanently, are willing to serve in this essential service during war years. Dominion-Provincial funds were available to help genuinely needy students in accelerated courses prepared to make their services available to the national war effort.¹⁸

Dr. LaZerte suggested that a special appeal should be made to women, particularly to wives of service men, to take the necessary training and assume teaching responsibilities. He suggested that twenty to twenty-five students would justify the course, which would cost \$100, beginning May 20th and terminating October 31, 1942.¹⁹

Dr. Chalmers relates how critical the shortage of teachers was at this time:

In 1942, another measure was initiated, acceleration of both Normal Schools and University teacher education courses. These shortened courses each began as soon as the previous one was completed so that the institutions operated around the year. Even these extreme measures, however, were not enough, and in 1943, the Normal Schools began a vastly shortened course with reduced entrance requirements.²⁰

The operation of the University on a year-round basis

was not only a strain on the staff and students but also placed considerable strain on the financial basis of the University. President Newton was optimistic that funds could be obtained from the Federal Government to finance the instruction in dentistry and medicine but not so for education.

So far we have no prospect of help to the University (as distinct from the students) for the accelerated course in the Faculty of Education which begins May 20. It is not sufficiently realized to what extent the teaching profession has become a war casualty. We cannot afford to close our schools, even in war time, and must make a supreme effort to train more teachers.²¹

Certification, Degrees and Programmes

For the term beginning in September, 1942, students inclined to become teachers registered in the Faculty of Education at the beginning of their University career. The Faculty provided a number of programmes leading to a Junior Diploma, the B.Ed. or a number of the combined degrees listed as B.A.-B.Ed., B.Sc.-B.Ed., or B.Com.-B.Ed.²² Diplomas and degrees were granted by the University while teaching certificates were granted by the Department of Education.

The Junior Diploma programme consisted of two years of study and entitled the student to teach grades VII to XI.²³ Graduates from the Faculty received a B.Ed. degree following a three year programme and were entitled to teach grades VII to XII inclusive.²⁴ The combined

degrees were four-year courses and graduates qualified for a High School Certificate.²⁵ In 1943, the Faculty added degree programmes which were listed as B.Ed. special courses. Two degrees, the B.Ed. (in Agriculture) and the B.Ed. (in Household Economics) were granted following four-year courses and each carried an automatic High School Teacher's Certificate.²⁶

Programmes in the Faculty of Education, 1943

<u>Entrance Level</u>	<u>Programme</u>	<u>Length</u>	<u>University Diploma or Degree</u>	<u>Teaching Cert.</u>	<u>Grades Valid</u>
XII	Junior Diploma	2 years	Junior Diploma	Junior High School Cert.	VII-XI
XII	B.Ed.	3 years	B.Ed.	High School Cert.	VII-XII
XII	Combined	4 years	B.Ed. in H.Ec. B.Ed. in Ag.	High School Cert.	VII-XII
U. Degree	Post Degree	1 year	B.Ed.	High School Cert.	VII-XII

LaZerte was also faced with the problems of scheduling the Education courses with the prescribed courses and options from other faculties. The Faculty of Arts and Science was anxious to determine what preparations they required, if any, for the students from the Faculty of Education. President Newton wrote to LaZerte on August 19, 1942:

Macdonald wants the Faculty of Education to work out definite regulations in regard to Education students taking Arts and Science courses - areas of registration, attendance, time of final exams and so forth.²⁷

A major problem, of course, centred around the time-tabling, as students took courses from various departments in other faculties. LaZerte suggested at this time that special sections of Arts courses be set up for Education students because of the fact that scheduling made it extremely difficult for students to obtain certain Arts courses at the time they were available.²⁸

The new programmes in the Faculty of Education made a large step toward a more sensible relationship between teachers in the Normal Schools and those in the University. The University Survey Committee pointed out the need for unification of the teacher-training system within the province, also for better integration of the high school and university programmes. Steps were taken to harmonize the entrance requirements of Normal Schools and the Faculty of Education and to facilitate transition from one to the other as progressive stages in pedagogical training.²⁹ According to the 1942 Annual Report of the Department of Education, the establishment of the Faculty and independent B.Ed. was a progressive step.

The great advantage from this arrangement is that intermediate school and high school teachers can be trained in a shorter time than formerly, and the Normal School graduates can secure credit for their work toward a university degree; for under the new regulations, students meeting the matriculation requirements of the Faculty of Education and holding an Alberta teaching certificate will be allowed advance credits to enable them to complete the B.Ed. requirements in two years and one summer session, or its equivalent. Teachers holding the Elementary and Intermediate Certificate are

no longer faced with the forbidding prospect of a lengthy and costly academic course at the University before they can qualify for the more remunerative teaching positions of the province.³⁰

Another major problem facing LaZerte was that of a practice teaching school for the students in the Faculty of Education. He made a request to the Edmonton Public School Board for the use of the Garneau High School housed in a frame building near the University. It made available six rooms of students, one grade IX, two grade X's, two grade XI's and one grade XII. The Faculty of Education was permitted to carry on practice teaching in these rooms as it so desired, under LaZerte's organization and supervision.³¹

Summer Sessions

The formation of the Faculty of Education also influenced the structure of summer sessions in the province. Prior to 1944, there had been two summer sessions in Alberta, both on the University campus, and until 1942 they were run simultaneously but with different objectives. Dr. McDougall explains:

In 1913, the services of the two Normal Schools were supplemented by the establishment of a summer school in Edmonton. Though it was housed on the University campus, the summer school was under the direct jurisdiction and management of the Department of Education, and the students did not receive university credit for any of the professional courses which were offered. This condition persisted until 1919 when the University began to operate a summer school of its own in the Faculty of Arts and Science. Though operating on the same campus, and occupying the same buildings, and catering to the needs of the same body of teachers, the

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two organizations retained their separate identities as completely as though one were in Halifax and the other in Vancouver. This dichotomy persisted until 1943 when the University and the Department, submitting to the clamour of the teaching profession, consolidated their services under the jurisdiction of the University.³²

This separate identity did not hold true in all aspects. There was one students' union and many students took both University and Department of Education courses.³³

The entrance requirements of the Faculty of Education were identical to those of the Normal Schools so teachers were now in a position to complete summer session courses for credit toward the new B.Ed. of the Faculty of Education.

Post-War Reconstruction Report

Across the Dominion, committees were established for surveying the needs of Canadian society for the post-war period. In Alberta, the University Survey Committee had served as a prelude to a wider survey commissioned by the Government entitled, "The Post-War Reconstruction Committee Report." The report considered all facets of Canadian life, including education, and had significant influence on future preparation of teachers in Alberta.³⁴ The study was commissioned in the fall of 1943 and the interim report was submitted to the Legislature on March 10, 1944.³⁵ Dr. Robert Newton, acting as Chairman, along with Mrs. C.R. Wood, F.G. Buchanan, G.M. Cormie and Dr. G. Fred McNally

made up the Education and Vocational Training Committee.³⁶ It was the desire of the Post-War Reconstruction Committee to obtain public opinion pertaining to the reconstruction policy of the province and letters were sent to numerous interested organizations.³⁷ Efforts to publicize the objectives and work of the committee brought excellent results and aided the work of the committee members.³⁸ The University of Alberta made a substantial contribution to the efforts of the committee and was instrumental in formulating teacher preparation policy for the province.

A special committee, under the chairmanship of Dr. K.F. Argue, prepared for the subcommittee on education a comprehensive report (110 pages) on the situation in Alberta. The following statement from the final report is based mainly on the work of this special committee:

There is an outline for amalgamating the Normal Schools and the University Faculty of Education, and making all teacher training a responsibility of the University, thus formally recognizing school teaching as a learned profession, entitled to the highest type of training and to a salary scale appropriate to such a profession.³⁹

It is also known that LaZerte and Newland prepared documents on a unified plan for teacher training in Alberta for the Post-War Reconstruction Committee.⁴⁰

The results of the committee investigations produced a rather startling and futuristic recommendation - that all teacher training in Alberta be integrated.⁴¹ The new idea struck at the very base of traditional teacher

preparation in the province. The University had taken over responsibility for educating high school teachers, a transfer which was adamantly opposed in some quarters, for now the idea of complete integration would eliminate the need for Normal Schools.

The committee realized the gigantic and hazardous task of integration but discounted immediate problems as mere inconveniences in the light of major advantages which would eventually be realized. As LaZerte stated, the adoption of the policy placed Alberta in the lead in teacher preparation in Canada and has continued to be a mystery to other provinces which even today are struggling with the task of coordinating teacher preparation on a professional basis.⁴²

The advantages of a unified programme were explained in the Interim Report:

Integration of the Normal School courses with those of the University would provide that, beginning at matriculation, a continuous programme should lead to degrees of Bachelor or Master of Education. With some courses additional to those presently being taught at Calgary Normal and Institute of Technology and Art, the proposed Calgary Junior College training for teachers would lead, after further University training, to the B.Ed. degree. Entrance standards for teacher training should be raised; teacher training in the University should include specialization in kindergarten, primary and secondary fields, music, art, drama, health education, etc.⁴³

The plans of the committee did not include the suspension of all teacher preparation in Calgary. History indicates that residents of Calgary had been unforgiving

when Edmonton was chosen as the site of the Provincial Legislature and when Strathcona, a part of the Edmonton metropolitan area, was chosen as the site of the Provincial University. The closure of the Calgary Normal School would only compound the feeling of injustice, and as such, the concept of Junior Colleges in both Calgary and Edmonton was projected under the plan for integration.

The plan calls for integrating teacher training and junior college departments of the University both at Calgary and Edmonton, the Calgary College being accommodated in the Calgary Normal School and the Institute of Technology and Art to which the R.C.A.F. has added many semi-permanent structures, which more than double the original accommodation. The Edmonton College can be accommodated in the Normal School building.⁴⁴

The establishment of a Junior College in Calgary was not, however, designed simply to appease residents of the southern city. Dr. Newton explains:

The physical problem of accommodating sharply increased numbers of students after the war, when part of the regular crop of matriculants will be no longer diverted to war service and when large numbers of older students will be returning under the Dominion rehabilitation programme, should be considerably relieved by the proposal put forward by the University Survey Committee two years ago, and now quite definitely by the Alberta Post-War Reconstruction Committee, that the University should establish a junior college in Calgary, accommodated in the buildings of the Normal School and the Institute of Technology and Art.⁴⁵

Dr. LaZerte took an even more philosophical view of making post-secondary education available to all residents of Alberta. In an address to the Education Society on "Education and Post-War Needs," he stated that Dr. Cyril

James had recommended that one hundred and fifty junior colleges or advanced secondary schools should be set up to care for students in centres where universities and other facilities for higher education were not available.⁴⁶ Calgary most certainly would qualify for a primary site, for population alone would warrant an institution of closer proximity than Edmonton.

The proposal that all teacher preparation in the province be integrated with the University Faculty of Education was considered a final step toward the professionalization of teaching in the province. Newton outlined the advantages to the teaching profession and explained the process of integration at the Board of Governors' meeting in 1944:

All teachers would be considered as pursuing a four-year course leading to the degree of Bachelor of Education. Many would interrupt their course at the end of two years to become practicing teachers. But the philosophy underlying the proposed new system of training is that all teachers, whether elementary, intermediate or senior grades, stand equally in need of the highest qualifications and should be encouraged by adequate salary and other inducements to proceed to a university degree. The first demonstration of integration will come this summer when the former two separately conducted summer schools of the University and the Department of Education will operate as one. When war conditions permit the Normal School buildings to be reoccupied, it is hoped to bring the entire scheme into operation.⁴⁷

At the request of the Minister of Education, the Faculty of Education assumed responsibility for the in-service training of teachers during the summer session of 1944.⁴⁸ The Department of Education also appointed a

committee to consider the integration of all teacher training in the province under the Faculty of Education.⁴⁹

Integration of Teacher Education

The ambitious scheme of teacher integration in the province was not only innovative in conception but wrought with highly critical decisions of unprecedented magnitude. The burden of organization and decision making was borne by several dedicated educators who were pioneering in education change in the province. It became apparent that the forthcoming programme would mirror the visions and convictions of three dynamic and forceful educators. LaZerte, of the Faculty of Education, Barnett, from the A.T.A., and Newland, from the Department of Education, were responsible for the transition which took place. As LaZerte stated, it was the ability of these men, who represented independent organizations, to arrive at a joint policy of mutual understanding and benefit to education which ultimately resulted in integration.⁵⁰ The success of this organizational work must be shared equally by this forceful trio. Dr. McDougall states:

Informal exploratory talks had been going on for several years, but not until Newland and LaZerte put their shoulders to the wheel was the vast inertia of tradition finally overcome and action initiated.⁵¹

The Alberta Post-War Reconstruction Committee Report was tabled in the Legislature in March of 1944 and authorization was given for the Faculty to proceed with

the first phase of integration in the summer session of that year.⁵² Dr. LaZerte, in anticipation of this development, had begun to draft administrative detail for the expected session. Again, because of staff changes, he was forced to assume the major burden of this work. Dr. Argue was offered the Secretarial position with the Canada Council on Education for Citizenship and was intending to leave the University.⁵³ Dr. Smith was still serving with the armed forces. LaZerte requested that President Newton contact Hon. A.L. MacDonald, Minister of National Defence, to release Smith for the 1944 summer session to work with student rehabilitation at the University.⁵⁴ A favourable reply was received and Smith was relieved of his duty on May 30, 1944.⁵⁵ President Newton then informed Smith that LaZerte, McNally and others had requested that he assume the directorship of the summer school that year. To underline the urgency and importance of this post, he stated:

Dean LaZerte has no doubt explained to you the prospective organization of our summer school this year, which will provide a sort of trial run for our larger plans for the complete integration of teacher training in Alberta.⁵⁶

It had been the policy of the Alberta Government to regulate teacher preparation at the University through the Liaison Committee which had operated since 1929. The details for proposed integration were considered by the Liaison Committee at a meeting on January 13, 1944.⁵⁷ At this meeting, LaZerte presented a summary of the courses which were to be offered at the summer session and

engendered a considerable amount of discussion on the programme. Dr, Newland suggested:

...the programme to be offered in the Faculty of Education for the training of teachers in the province be left open for a considerable amount of study and negotiation. The Normal School staff are making a study of teacher training and should be given a chance to work out what they think desirable after which a round table conference could be held. He pointed out that there is a feeling on the part of some of the Normal School staff that the University tradition of the lecture method may to some extent handicap the teachers unless great care is exercised. They further hope that the special procedure in connection with the enterprise and activity programme which has been so effectively developed by the Department of Education summer school may be continued in a like manner at the combined summer school. Further they think that on Dr. LaZerte's list, not sufficient time has been given to the activity and enterprise programme and physical education.⁵⁸

Dr. Newland was confident that a satisfactory programme could be worked out and pointed out that this experiment, which was unique in Canada, had great possibilities,⁵⁹ He was therefore anxious that there be close cooperation between the University and the Department of Education.

The Alberta Post-War Reconstruction Committee had recommended that the Liaison Committee continue as an advisory board:

...with its powers expanded to embrace all problems relating to the teacher training staff, admission to the teacher training courses, the teacher training programme, and the certification of teachers; provided that a smaller standing committee of the advisory board should deal with matters of detail.⁶⁰

The board was expected to fulfill an advisory function; however, the integration procedure also warranted a restructuring of this committee to enlarge its theatre of operation.

To complement the work of the Liaison Committee, a Certification Committee had been established in 1938.⁶¹ It was now suggested that service could be improved if a new committee were designed to assume the functions of the two previous groups. Thus, at a meeting of the Certification Committee on April 1, 1944, the following persons were appointed as a Special Committee on Teacher Education, a committee requested by the Department of Education: the Supervisor of Schools, Newland, to act as Chairman; Dr. M.E. LaZerte; Dr. W.H. Swift; Dr. C. Sanson; Mr. J.W. Barnett; and Mr. W.D. McDougall. The special committee made a thorough study of the functions and regulations of a proposed Advisory Board of Teacher Education which would take the place of the Liaison Committee of the Faculty of Education and the Department of Education in the new arrangement for combining the Normal Schools with the Faculty of Education.⁶²

It was this special committee which conducted the spade work for integration. Included in the agenda for its consideration were the following issues:

- (1) The teacher education programme: courses, diplomas and certificates
- (2) Appointments to the staff of the Faculty of

Education and arrangements to be made with the present staff of Normal School instructors, with special reference to pensions and University status.

(3) The general principles and educational philosophy of the teacher education programme, and the means whereby the Department of Education could secure the implementation of these principles.

(4) The appropriation of funds necessary to support the Faculty of Education.

(5) The relationship of the Faculty of Education to the superintendents and to the school system of the province, including such matters as apprentice and practice teaching.

(6) The personnel of a proposed Board of Teacher Education and Teacher Certification.⁶³

The special committee held six meetings from May through October of 1944 and submitted its final proposals on October 31.⁶⁴

The major problems encountered concerned the handing over to the University the responsibility for the professional and academic education of teachers without derogating from the Minister's right of control and the problem of the nature of the projected incorporation of teacher education in one institution: whether it would be a fusion of the Normal Schools with the Faculty of Education or the setting up of a semi-autonomous College of Education affiliated with the University.⁶⁵ To solve the first problem, the special committee recommended to the Minister:

That a Board of Teacher Education and Certification be established by Order-in-Council; such Board to consist of thirteen members: five representing the Department of Education; five, including the Supervisory Head of the Teacher-in-Training Department in the University of Alberta at Calgary, representing

the University; and three representing the Alberta Teachers' Association.⁶⁶

The committee outlined the duties and powers of the Board of Teacher Education and Certification (see Appendix).

The second major problem was a carry-over from several years of debate and proved to be a difficult issue to resolve. According to Dr. McDougall:

The staffs of the two Normal Schools tended, at first, to support the position taken by Dr. Sansom in 1927. At that time he argued that a College of Education would be as much fusion with the University as would be in the best interest of teacher education, especially of teachers in the elementary grades. Though there was a last minute appeal for College status from a prominent section of the Normal School staff, the Department of Education and the negotiating committee agreed if there was to be an amalgamation it should be complete and without reservation. Only on these terms could teacher education and its teaching staff expect to be welcomed into and absorbed by the University community.⁶⁷

The special committee was committed to just treatment of the staff in the Normal Schools. Dr. Newland explained:

It might further be stated that the special committee is unanimously agreed that acceptable arrangements for protecting the proper interest of the present Normal staff must be regarded as conditions precedent to the performance of agreement between the Department of Education and the University of Alberta for the purpose of carrying out the proposed plan of integration.⁶⁸

The committee stated in its report:

Principals of the Edmonton Normal School and of the Calgary Normal School, and the instructional, library and office staffs of the said Normal Schools, shall be employed by the Governors of the University as members of the staff of the Faculty of Education.⁶⁹

LaZerte stated that there was a considerable amount of apprehension on the part of Normal School instructors concerning their future in the Faculty of Education. However, once the Government had decided that integration was to take place, there was nothing that could reverse the trend.⁷⁰ He conducted a meeting for all of the Normal School instructors at St. Joseph's College to explain the transition and related that there was absolutely no hostility or reactionary discussion from the members present.⁷¹

Following several months of negotiation, a Memorandum of Agreement was concluded between the Minister of Education and the Governors of the University of Alberta and an Order-in-Council was presented to the Lieutenant Governor in Council on December 28, 1944.⁷² The Order-in-Council, No.6-45,⁷³ was ratified and the Board of Teacher Education and Certification was established January 4, 1945.⁷⁴

At the first meeting of the Board of Teacher Education and Certification, Dr. LaZerte presented a general outline of programmes of training for the several classes of certificates. At the second meeting, by-laws were passed which were subsequently confirmed by Order-in-Council and further consideration was given to the Bachelor of Education programmes, and to the agreement between the Department and the University of Alberta.⁷⁵

On April 1, 1945, the University assumed full responsibility for the training of teachers in the province. New programmes of study and regulations relating thereto were approved by the Board of Teacher Education and

Certification and were to become effective in September, 1945.⁷⁶ The staff of the Normal Schools was absorbed into the Faculty of Education, raising the number of permanent staff from three to twenty-six (see Appendix).⁷⁷ Integration placed unrealistic demands upon the facilities of St. Joseph's College, so immediate plans were made to house the Faculty of Education in the Edmonton Normal School, where provisions were being made to provide extra rooms in the basement.⁷⁸ LaZerte stated:

Although the Faculty of Education nominally assumed control of the Provincial Normal Schools on April 1, 1945, it did not become responsible directly for all teacher training until September, 1945, the beginning of the 1945-1946 academic session. The student enrolment increased from 100 to 800 for the start of this session.⁷⁹

Summary

The announcement in the Edmonton Bulletin on September 29, 1944, stated that something new was added recently with the transfer of Alberta Normal Schools to the Faculty of Education at the University of Alberta. The significance of this event was hardly recognized by the press and indeed, as Dr. LaZerte stated, there was little Canada-wide reaction to the news release.⁸⁰ The importance of the event, however, was readily apparent in educational circles. It was an achievement unparalleled in Canadian education and can rightly be credited to the prominent educators of this province.

The fact that several organizations, namely the Department of Education, the University of Alberta and the Alberta Teachers' Association, jointly cooperated in the change, can only attest to the remarkable leadership of this period. It was evident that the dominant individuals, LaZerte, Newland, and Barnett, were charting the course toward professional status for teachers. The Board of Governors of the University, though optimistic with the prospects for teacher education at the University, expressed a note of concern:

The Faculty of Education has been given new responsibilities that will strongly motivate all members of its staff. The University of Alberta is the first Canadian university to be given full responsibility for the training of teachers. The Faculty of Education has no final answers to the many problems that will arise, or to some that are already with us, but the entire assignment is an invitation to thought, experimentation and evaluation that is full of interest.⁸¹

Were it not for LaZerte, the issue of integration of teacher training could conceivably be unresolved. The integration, however, was the product of other forces as well. The international crisis was straining the human resources of the country. Teachers suffered unimaginable hardship but their essential service was maintained despite economic deterioration and personnel depletion. The state of the teaching profession cried out for justice and a chance to compete with other professions on an equal basis. Thus, three committees over a period of four years investigated the conditions of education and proposed the

integration of all teacher education. The principle of a university education for all teachers, irrespective of the grades to be taught, lent a feeling of professionalism to the occupation of teaching. Complete integration was definitely a major accomplishment, considering the self-interest of the negotiating parties to the agreement.

The eventual conclusion can be explained in three words: LaZerte, Newland, and Barnett. These men disregarded self-interests and reached a commonly acceptable programme for integration which can only be admired.

Alberta pioneered in the integration of universities and normal schools, a movement which gradually edged eastward and is still very much alive today, e.g. in New Brunswick and Ontario.⁸² The success of integration in other provinces has been inhibited by the traditional separation of teacher education and university education. The basic problem facing other provinces is the seemingly insurmountable obstacle of phasing normal schools out of existence.

In Alberta, integration was possible because of several factors: the University and Normal Schools were both owned and operated by the Provincial Government; the institutions were in close proximity to each other; and forceful leaders, LaZerte, of the University of Alberta, Newland, of the Department of Education and Barnett, of the Alberta Teachers' Association, were united in pursuit of this goal.

In other provinces, community and self-interests have delayed the process of integration from reaching its ultimate objective: preparation of teachers at a university Faculty of Education. The benefits of integration are apparent from the experiences of the University of Alberta; however, the movement has so far failed to gain nation-wide acceptance.

CHAPTER VI

FOOTNOTES

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³ Board of Governors Report, University of Alberta, 1941-42, p.13.

⁴ Op.cit. University of Alberta Survey Committee, p.9.

⁵ Ibid., p.9

⁶ President's Papers, School of Education Correspondence 1938-41 File, University of Alberta Archives. Minutes of the School of Education Committee meeting, September 25, 1939.

⁷ Op.cit., University of Alberta Survey Committee, p.9.

⁸ Ibid., p.9.

⁹ Ibid., p.39.

¹⁰ The A.T.A. Magazine, "Report of the General Secretary -Treasurer for the association year 1941-42," May, 1942, p.16.

¹¹ President's Papers, University of Alberta Faculty of Education Staff File, UofA Archives. Letter from LaZerte to President Newton, March 31, 1941.

¹² Ibid., Letter from President Newton to Smith, October 11, 1941.

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- 28 Interview with Dr. LaZerte in Edmonton, June 21, 1972.
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36 Ibid., p.4

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CHAPTER VII

A UNIVERSITY PREPARATION FOR ALL TEACHERS

A landmark in teacher preparation in Alberta was erected with the accomplishment of full teacher integration within the University in 1945. A stipulation of the "Memorandum of Agreement" as concluded between the Minister of Education and the Governors of the University is of significance.

This Agreement shall remain in force from year to year subject to cancellation by notice in writing from either party to the other at least one year before the cancellation is to become effective.¹

As the agreement could be terminated by either party, it was to the advantage of the Faculty of Education to develop a programme which would receive positive response from the Department of Education. It is the purpose of this chapter to examine the efforts of both the University and the Department of Education in their bid to provide a professional training for the Education students.

As World War II concluded, major readjustments were required by the society to meet the needs of a peaceful era. At this time the University of Alberta was involved in a reassessment of the educational needs of the society. The Faculty of Education was faced with two major problems: the education of returning veterans, and the development of higher teacher standards. Teachers were in great demand throughout the province. Despite

this demand, teacher prestige and status remained very low and students were reluctant to choose education as a profession. This chapter will examine the development of university programmes which attempted to establish teaching as a worthwhile profession, a profession which would warrant ranking along with the other professions which required extensive training at the University.

All teacher preparation was not confined to the campus of the University in Edmonton. There was also a southern branch of the Faculty located in Calgary. LaZerte was directly responsible for the operation of this institution as well, and as a result, a discussion of the developments in Calgary will also be considered.

Rural children in Alberta suffered to a larger degree than urban children during the acute teacher shortage of the 1940's. As a potential cure for this critical situation, the Faculty of Education put added emphasis on the preparation of teachers for rural areas. A significant development was the Clover Bar Project, which will be discussed in this chapter. The staff of the Faculty of Education was also involved in another project in its efforts to assist the rural teachers of the province. This project will also be considered.

A major contribution to education in Canada was provided by LaZerte and five graduate students during 1948.

The Canadian Education Association initiated a study of the Status of the Teaching Profession in Canada. The findings of this study verified LaZerte's conviction that the teaching profession could only survive and expand if teachers were determined to make the sacrifices to become competent professionals.

The public appeared uninterested in the plight of the teaching profession; they rather were simply concerned about the widespread existence of empty classrooms across the province. Although the situation did not improve for many years, LaZerte was convinced that the improvement in status was directly related to the improvement of qualifications of the teaching force.

The chapter will conclude with the retirement of LaZerte, the man who pioneered the role of teacher preparation within the University.

Consolidation of Teacher Preparation at the University

The architects of a university education for teachers, Barnett, Newland, and LaZerte, had launched teacher preparation on a new course. The foundation for the new programme was set. LaZerte was now faced with the task of assembling the structure of the integrated Faculty. There were numerous unknown obstacles to be faced and LaZerte was willing to concede: "The Faculty of Education has no final answers to the many problems that will arise,

or to some that are already with us."2 The work on the development of this integrated Faculty was extensive and demanding. The former staffs of the Government Normal Schools were assigned positions at the University. Ten instructors were appointed Associate Professors of Education; nine became Assistant Professors.3 The assimilation of Normal School instructors was undertaken with tremendous cooperation and harmony. As Dr. B.E. Walker related, "The instructors were apprehensive of the effects of this move on their status and pension plan."4 They were, however, given appointments and were assured that their position on the civil service pension plan was to be maintained.5 The move was generally considered an enhancement in prestige and status, however, a sacrifice on the part of the Principal of the Edmonton Normal School was clearly recognized. G.S. Lord, by virtue of this development, was a victim of numbers. He was forced to relinquish his principalship at the Edmonton Normal School for a lesser position as Associate Professor of Education at the University.6 The agreement to guarantee all former civil servants all the salary and pension privileges caused a benefit to the entire academic staff of the University. According to McDougall:

It soon became noised abroad that many of the instructors of the recently enlarged Faculty of Education were receiving more money and higher ranks than long established members of other faculties who had been held up by the rank barriers. Education had broken a log jam: appropriate

adjustments were made in other teaching areas.⁷

Students and Programmes

A natural consequence of integration was a large influx of students into the Faculty of Education. LaZerte was very optimistic about the new prestige of the Faculty of Education. He stated in his report to the Board of Governors in 1945-1946:

The Faculty of Education is now second only to the Faculty of Arts and Science in size of its student body. There took place here not only the post-war growth characteristic of all faculties, but a further increase due to the popularity among the teaching profession of the transference of all teacher training to the University.⁸

The teaching profession was undoubtedly aware of the possible increase in status of teachers educated in a university. One of the essential prerequisites to increased status was a lengthening of this training period. When LaZerte first explained the structure of university preparation for teachers, he stated that the basic teacher training period was to be lengthened from one to two years, beginning September 1, 1945.⁹ The optimism related to this expanded programme was, however, short-lived. The acute teacher shortage had placed the Government in the position of choosing between improving teacher qualifications at the expense of having classrooms empty during this period or of hiring teachers with minimum qualifications for the empty classrooms at the expense of harming the professional status of teaching. The decision of the

Government was announced by the Minister of Education, Hon. R. Earl Ansley. A summary of his announcement and public reaction was reprinted from the Edmonton Journal, May 12, 1946, by the A.T.A.:

The Government could have been in no doubt of public reaction to the announcement by the Minister of Education at the recent annual convention of Alberta Teachers in Calgary. The two-year course for teachers which had won such wide approval had been in effect for less than a single term when the cabinet abruptly reduced the course to one year for permanent certificates for elementary and intermediate grade teachers. Not only educationists, but all people generally, were shocked. They are convinced that Alberta needs and must have well educated teachers.¹⁰

The proposal met stiff opposition and a compromise was reached following discussions between the Cabinet and the Board of Teacher Education and Certification. The minimum was set at one year of training; however, the student received only an interim certificate good for two years and was restricted to teaching at a level below grade X. In specific cases, particularly in rural areas, it was agreed to allow the teacher also to teach grade X.¹¹

It was extremely difficult for the Faculty of Education to provide highly trained, competent teachers during this period. Many short term measures were instituted to maintain a level of service in classrooms at the expense of the long term goal of professional status.

The Government attempted to stimulate an interest in teaching by providing financial assistance to prospective teachers. The initial step was announced as follows:

During the year (1946) the Government initiated a policy of payment of tuition fees for students in the one year course at the Faculty of Education leading to the Junior Elementary and Intermediate Certificate. The effect of such a policy is difficult to assess though it may be presumed that if continued it will attract many students to the Faculty.¹²

The financial strain on prospective teachers was also softened in 1947, the filling of empty classrooms again being the objective. The Government plan was announced in the Annual Report of 1947:

One of the measures taken by the Government in 1947 to relieve the teacher shortage was the granting of scholarships to candidates enrolling in the Faculty of Education, U. of A., Calgary or Edmonton, in September. Two hundred scholarships were available, each was in the amount of \$200. These scholarships were awarded in addition to the payment of fees with the condition that the student must teach in Alberta for three years.¹³

It was reported that of the two hundred scholarships available, one hundred and eighty-four were accepted.¹⁴

By 1949, the school districts and divisions were also involved in providing financial assistance to prospective teachers:

This year, for the first time, the school districts and school divisions were invited to participate in the plan. Under the former system about 200 scholarships were available in the amount of \$200 each, payable entirely by the Government. Under the system inaugurated in 1949, the amount of the bursary is \$300 if the bursary is given jointly by the Department of Education and a school district or school division.¹⁵

If the student accepted this bursary of \$300, he or she was obligated to teach in the donor division or district for two years. If only the \$200 scholarship was

accepted, the teacher was obligated to teach in Alberta for two years. Tuition fees were also paid along with the scholarship money.¹⁶

The programme for assisting students financially was designed to fill vacant classrooms as quickly as possible. As a result, maximum aid was made available to students on the one-year programme, while those on an extended programme were given little assistance. The Faculty of Education was conscious of this inequality and attempted to have the Government reassess its plan. At a Faculty of Education meeting on November 2, 1948, it was reported:

Students in Junior programmes received on the average \$356.00 in grants and scholarships while those in Senior E. and I received \$63.00¹⁷

As one disgruntled faculty member stated, "It is no wonder we have difficulty in encouraging students to register in the two-year programme."¹⁸

LaZerte was unable to convince Government officials of the deficiencies of this programme and as late as 1949, he stated, "It is unlikely that increased assistance will be given to those who register in the two-year programme."¹⁹

To compound the problem, the war and the resulting teacher shortage had forced the Government to relax standards of students in high school in order to provide the Faculty of Education with as many candidates for the teaching profession as possible. In 1945, LaZerte stated, "The requirements for entrance were too low and many students

without matriculation standing were permitted to register. In the future only fully matriculated students will be allowed to register."²⁰

The Government also realized that low standards had contributed to poor education in the province.

Inspector-superintendents agree that during the past decade there has been a steady decline in the competence of teachers generally. This is attributed to the enlistment of many of our better teachers in the Armed forces and to the failure of teaching to compete successfully with other occupations in attracting the most able and personable of our young men and women. Many have entered the profession or have been called to return to it without the academic background, the personality, the imaginativeness, the resourcefulness and the inspirational qualities essential. They are often found lacking in organizing ability, in the use of instructional and developmental techniques and in creative vision for the purposeful direction of activities. The large turnover amongst this group militated against any real interest in professional improvement. There has been a distinct lowering of the qualifications of teachers in service over this period.²¹

Dr. Walker related that the Department of Education chose to allow students with insufficient high school credits to enter the Faculty of Education.²² The product emerging from the Faculty of Education during these years of lax admission standards, generous financial aid and short period of training was extremely different from the professionals first envisaged by the Faculty.

The responsibility for teacher preparation in the Faculty of Education necessitated an expansion of programmes offered to prospective teachers. Special courses for Home Economics teachers were prepared. Previously,

Home Economics courses were meant primarily for those graduates who were interested in the commercial or dietetics phase of nutrition. With the new course, the training of Home Economics teachers became an integral part of the teacher training scheme.²³ The Department of Education had found it necessary to provide training for hundreds of teachers when the curriculum of 1937 was expanded to include many new options. These teachers received certificates to teach such subjects as art, dramatics, typing, shorthand, woodwork and home economics. The teachers received little or no monetary reward for this further training, the only credit received being the satisfaction of having a statement from the Department to the effect that certain work had been completed.²⁴ The A.T.A. considered this responsibility for improvement of teacher qualifications without proper compensation harmful to the profession. In 1945, the Annual General Meeting asked that summer courses, including industrial arts courses, taken from 1938 on, be allowed to count as university credits. The University agreed to this resolution, and in fact accepted all courses taken in 1936 and after as credit towards a B.Ed. degree.²⁵

President Newton stated that the University did not initiate the proposal for the integration of teacher training but welcomed it wholeheartedly, since it was in line with the evolution of professional training everywhere.²⁶ Its concessions related to credit in the courses taken

from 1936 to 1944 verify the fact that the Faculty of Education was willing to cooperate and bring about a harmonious scheme of integration.

LaZerte, in outlining the details for the Faculty, was of the opinion that instruction in art, music, drama, household economics, etc. would be given in the first two years of the proposed four-year course and that the instructional staff of the discontinued Normal Schools would do this work.²⁷

Veterans

The return of veterans to Canadian society swelled the ranks of educational institutions. Compensation for the years spent in patriotic duty was duly accepted and opportunities for educational advancement were not denied to those who began preparation for a new life. Many veterans had not completed matriculation requirements, so a crash course was established to fulfill this need. As Dr. Chalmers relates, "Universities did not lower their standard to admit the returning veterans. Instead, Departments of Education established pre-matriculation schools, financed by the Federal Government, to provide upgrading or refresher courses for potential undergraduates."²⁸ The large enrolment of veterans added an interesting dimension to the student body of the University. The age of these students was a distinguishing mark. However, the

greatest difference was evident in the attitudes of these men. They were extremely serious, hoping to make the most of this opportunity. They were vocal in course work and their maturity gave rise to excellent reports and presentations in the classes. It may be speculated that the overall influence of these veterans gave the fledgling Faculty of Education the basis for successful accomplishments in teacher education.²⁹ The glowing success of the veterans was recognized in the Senate of the University.

The student veteran has made a real go of university studies. Many of these men were denied educational opportunities during the depression period before the war. All of them recognized the tremendous opportunity the rehabilitation scheme afforded. One could not help but be struck by the deep hunger for training of these Canadian young people.³⁰

The facilities for accommodating the upsurge in student enrolment caused Government officials to consider expansion either at the University of Alberta or in Calgary. The Post-War Reconstruction Committee had reported in 1944 that:

Thousands of troops are taking matriculation correspondence courses, so the University is planning full summer terms for post-war years to help them to accelerate their graduation. Furthermore, the University hopes, by starting a junior college in Calgary, to relieve the anticipated overcrowding.³¹

The Calgary Normal School did not close its doors when full integration was achieved in 1945, although the programme offered was directed by the Dean of the Faculty of Education. As such, the institution in Calgary became known as the Calgary Branch of the Faculty of Education,

operating as a Junior College.

Calgary Branch of the Faculty of Education

During the first year of operation of the Calgary Branch of the Faculty, 155 students began pursuing a B.Ed. degree.³² At this time it was stated that Calgary would have first year students only and war emergency students.³³ Dean LaZerte was responsible for the operation of the Branch and as such, outlined the programmes to be followed, stating that textbooks, curriculum and examinations were to be the same as those offered in Edmonton.³⁴ Dean LaZerte travelled to Calgary for faculty meetings and was not favourably impressed with the atmosphere of the southern branch. He suggested that the old Normal School climate was very prevalent and that the student presentations were more suitable to high school than to university performance.³⁵

The status of the Calgary Branch became a significant issue and a series of proposals was forthcoming from concerned citizens in Calgary. The citizens wanted a Faculty of Education; however, there was some opposition to this suggestion. Dr. G.D. Stanley gave a speech in which he gave three reasons why a faculty should not be established in Calgary: the population of Alberta could not support two universities, the faculty would interfere with Mount Royal College, the faculty would harm the technical institution.³⁶ These reasons received a quick rebuttal and in May, 1946, the A.T.A. reported:

Consideration is being given to the question of expanding the staff and facilities of the Calgary Branch of the Faculty of Education, of the U. of A.³⁷

Public pressure began to mount and at the October meeting of the Senate a submission was received from M.G.R. Gell, Secretary Treasurer of the Calgary School Board, on behalf of the committee for the promotion of the southern branch of the U. of A.³⁸ The Chancellor stated, "Due to limited funds, the Government feels it wise to expand present facilities in Edmonton and defer expansion in Calgary."³⁹ Dr. Newton stated that the Board of Governors and apparently also the Government were at one time prepared to establish a Calgary Branch, in fact a Dean of such a branch was nearly appointed. The opportunity was missed and the huts which were to have been used for the branch were allocated to other purposes.⁴⁰

It was agreed, however, that a committee of the Senate composed of the Chancellor (McNally), the Chairman of the Board of Governors (Parlee), the President (Newton), and Dean LaZerte investigate the proposal for expansion of the Calgary Branch.⁴¹ The committee met on December 5, 1946, with forty representatives from various organizations to discuss the matter. Parlee told the assembled representatives that in 1943, he had suggested a university be located on the North Hill but the matter was not seriously pursued by Calgary residents. Now Edmonton was involved in a building programme and he did

not feel it wise to ask the Government to build in Calgary as well. He stated that the committee could approach the Government if it was determined to pursue the matter further.⁴² For the immediate time the matter was dropped. In the spring of 1947, however, preparations were made to expand the programme offered in Calgary to two years.⁴³ The Board of Governors reported:

The most important development during the session was the recent decision to offer immediately in the University's branch of the Faculty of Education at Calgary, the full two-year course in teacher training. The Provincial Government gave hearty approval to this project and assured the University of extra funds as required to put the scheme into operation this fall.⁴⁴

With the increase to two years a reality, the southern branch began to increase pressure for classes leading to a B.A. and B.Sc.⁴⁵ Dr. Newton reported to the Senate in May, 1948:

During the recent session of the Legislature, the Calgary committee had approached the Government directly asking for expansion of the Calgary Branch. The request had been rejected by the Legislature.⁴⁶

The Calgary Branch was under the administration of G.F. Manning, first Director, who died very unexpectedly in February, 1946. His work was temporarily assigned to Dr. C. Sansom, who was to serve as Acting Director for the period March 1 to June 30, 1946.⁴⁷ Although Dr. Sansom was due to retire in 1945, he had been requested to remain on the staff during the inaugural period of integration. Following his term as Acting Director on June 30, he was

requested to extend this appointment for an additional year.⁴⁸ Mr. A.L. Doucette was appointed the new Director of the Calgary Branch in June, 1947.⁴⁹

Rapport between the Faculty of Education and the branch in Calgary had been criticized in some quarters during the first years of the arrangement. President Newton received notice from Miss Catherine Pierce, Vice President of the Students' Union in Edmonton, that she had the impression that the faculty members of the Calgary Branch were opposed to the close union of the two institutions.⁵⁰ It is possible that the Calgary Branch sought independence in its formative years; however, it was reported that by 1948 the entire Calgary staff was coming to Edmonton for a two-day joint session to deal with all aspects of the joint task of educating teachers.⁵¹ Cooperation was undoubtedly the foundation for the relationship which was undertaken. LaZerte, who recognized the major differences between the larger university and the branch in Calgary, endeavored to cultivate a good relationship and above all to enhance the status of teaching in the province.

Clover Bar Project

A large number of graduating teachers were destined to find employment in the one-room rural schools of the province. As a result, an ambitious project for rural

practice teaching was undertaken. As early as 1938,⁵² LaZerte and Smith had contemplated the idea. However, logistics made it appear impossible. The closure of Camrose Normal School in 1938 had effectively eliminated their limited efforts of rural practice teaching, as from that time on, all training was given in Edmonton and Calgary. The Clover Bar Project was not, however, simply considered a rural practice teaching unit. The Faculty of Education had other aims in mind. Dr. J.C. Jonason explained the nature of this project:

At the outset it was made clear that the Faculty was not seeking to set up a rural practice teaching unit in the Clover Bar School Division. The aim was twofold: to provide the special one-year students in Education a short period of observation in rural schools and to enable the Faculty of Education to give leadership in the teaching profession comparable to that given by the Faculty of Medicine to the medical profession.⁵³

The project was conceived as an experiment which would be of great value to the schools of the entire province.

In the fall of 1946, the Board of Teacher Education recommended to the Honourable R.E. Ansley, Minister of Education, that an Educational Workship and Research Unit be set up to enable the Faculty of Education to enrich the teacher training experience of its students and to afford opportunities for the staff and senior students of the Faculty of Education to conduct educational surveys and experimental work that would make worthwhile contributions to the advancement of education in the province of Alberta.⁵⁴

The scheme was approved by the Minister and after conferences between Mr. W.E. Frame, Chief Superintendent of Schools; Dr. M.E. LaZerte, Dean of the Faculty of Education;

Mr. J.J. LeBlanc, Superintendent of the Clover Bar School; and the Clover Bar Board; Dr. Jonason was appointed Liaison Superintendent to assume duties on September 1, 1947.⁵⁵

The Provincial Department of Education appeared optimistic concerning the influence the project could have on the improvement of education in the province. As reported in the 1947 Annual Report:

It has long been recognized that teacher training institutions tend, as the actual classroom experiences of personnel become more remote in time, to become more and more theoretical to the detriment of their work, the theory not necessarily being tested and tempered by actual classroom contact. Further, the classroom experiences of the students have been largely limited to city schools, whereas they began teaching and perhaps continue to teach in rural schools. To counter these factors an arrangement has been made whereby an additional superintendent has been appointed to work in the Clover Bar School Division. The Liaison Superintendent works in close cooperation with the staff of the Faculty in the development of projects which bring both staff and students into more intimate relation with the rural schools adjacent to Edmonton.⁵⁶

For the first six weeks, organizational meetings were held. Schools in the division were visited to determine their suitability to the project and teachers of the division were carefully informed of the objectives of the project.⁵⁷ Finally, on October 11, the Dean and staff of the Faculty of Education entertained the staff of the Clover Bar Division at a seminar and tea to provide an opportunity for both groups to become acquainted.⁵⁸ The project was then officially started during the last two weeks in October and first week in November. At this time three classes of

junior elementary and intermediate student teachers were sent out to the rural schools for observation and participation.⁵⁹

The students spent one week in the fall observing the demonstration teacher, getting acquainted with the students, supervising work, and outlining the enterprise which would be conducted in the spring. For two weeks in the spring, the student teacher presented the unit which was prepared during the winter months.⁶⁰

A check of the effectiveness of the project was provided in the form of a questionnaire to the student teachers. The results revealed that in their estimation the rural school experience constituted a very valuable, if not the most valuable, part of their teacher training programme.⁶¹

The faculty of the University also became involved in a number of projects in educational research. A summary of these projects is found in Appendix H.

To supplement the practical work of University staff in the rural schools of the Clover Bar Division, another survey by the Faculty was initiated. LaZerte reported to the Board of Governors that in the year 1947-1948, all members of the Faculty of Education staff went out for the weeks of May and June to visit rural schools in various divisions of the province and to give assistance to teachers having difficulties with specific problems.⁶²

The Dean and faculty were conscious of the critical problems in classrooms throughout the province. Their professional responsibilities to provide qualified and competent teachers to meet these problems were rendered almost impossible by the short term policies of the Government. The short term policies of one-year teacher training programmes, expanded financial aid for only first-year students, and elimination of high entrance requirements only aggravated the condition of the teaching profession. Undoubtedly, the rural school projects provided valuable experience and increased teaching knowledge. However, the real problems of the teaching profession were not being eliminated. LaZerte took the initiative to determine for public consumption, the essential problems which were plaguing the profession.

C.E.A. Report on the Status of the Teaching Profession

The Board of Governors reported in 1947-1948 that:

The Dean of the Faculty is chairman of a committee of the CEA charged with the responsibility of studying and reporting at the September, 1948 conference on "Canada's Teaching Personnel". The Dominion-wide study has been carried out under the Dean's direction by five graduate students of the Faculty of Education. The investigation covers the topics:

- (1) Function of the school
- (2) The teacher shortage, causes and remedies
- (3) Recruitment selection and training of teachers
- (4) Prestige of the teaching profession
- (5) The teacher and the community⁶³

In a few short months the study was completed, giving substance to the quotation by McDougall that when

Dr. LaZerte went into action he was a nuclear-powered dynamo.⁶⁴ LaZerte gave a report on this survey to the Senate of the University in May 1948, in which he referred specifically to the situation in Alberta:

The teacher shortage can and is being solved; but not by producing teachers with insufficient education. Although the enrolment in the Faculty of Education has increased over the last four years to meet the teacher shortage, more scholarships and financial aid must be provided.⁶⁵

He went on to say that most members of the Faculty of Education could obtain much higher salaries teaching in city high schools and cited an example where one instructor in Calgary accepted three hundred dollars a year less to come to the University staff. The Department of Education had released valuable members from its staff in order that the Faculty would have sufficient instructors.⁶⁶

LaZerte referred also to the heavy duties of the members of the Faculty of Education. "They must supervise practice teaching of 500 student teachers in addition to giving their regular lectures." Much of their time was spent in the Clover Bar Division and several weeks a year at country points.⁶⁷

LaZerte concluded his report by stating:

When a degree is required of all teachers and they are all working under a single salary schedule there will be no distinction between elementary and secondary teachers and their conditions will have improved. More education must be a qualification for teachers and when they have invested more in the profession they

will be inclined to remain there longer.⁶⁸

LaZerte, it appears, was convinced that the teaching profession must help itself if it hoped to achieve the status and associated salaries and working conditions of a professional group.

Changes in the Education Programme

Toward the end of LaZerte's service as Dean of the Faculty, favourable changes were occurring in the struggle to improve education in the province. Mr. Justice Parlee, Chairman of the Board of Governors, complimented Dean LaZerte, "... for his enthusiasm, energy, and foresight which has raised the level of the Faculty of Education."⁶⁹ The Department of Education reported in 1948, "It is generally agreed that the quality of the recent graduates of the Faculty of Education is better than during the war years."⁷⁰ Progress was being made in teacher preparation despite the various conditions which militated against the efforts of the Faculty.

A change in certification for teachers was initiated in 1949, when the following credentials were established:

<u>Certificate</u>	<u>Years of Training</u>	<u>Grade Validity</u>
Standard S	2 years	IV to XI
Standard E	2 years	I to IX
Professional	3 years	I to XII

As stated:

No new Junior Elementary and Intermediate

certificates will be issued, but graduates of the one-year programme will be issued temporary licences and may qualify in the usual way for the Standard S or E, after completing the second year.⁷¹

The new regulations became effective on July 1, 1950,⁷² and led to renewed optimism by LaZerte. He told the Board of Governors in 1949:

The enrolment of the Faculty of Education continues to increase slowly. It is anticipated that registrations will increase about fifty in number next session. The two-year programme which will in future lead to a Standard Certificate is increasing in popularity. Present indications are that the one-year programme may be discontinued in two or three years.⁷³

The graduate programme was also modified, putting greater emphasis on educational research. The previous programme for an M.Ed. consisted of eight courses, three in Arts and five in Education as well as a comprehensive examination.⁷⁴ In the new programme, Dr. Smith reported that the eight-course programme was discontinued and that all students were to register in six courses plus a thesis.⁷⁵

The Retirement of Dean LaZerte

LaZerte, upon reaching the age of 65, retired as the Dean of the Faculty of Education on September 1, 1950.⁷⁶ The administrative position he had held for so many years in the Faculty was assumed by Dr. H.E. Smith, his colleague for twenty-one years.⁷⁷ LaZerte stepped down from this demanding position but did not terminate his association with the University. He began to concentrate again on his

first love: the instruction of mathematics in the elementary grades. He taught elementary mathematics at a University experimental school, concentrating on the understanding of systems rather than the memorization of numbers and facts.⁷⁸ He related that this project was another illustration of the ability of young children to comprehend numbers as a system rather than isolated symbols.⁷⁹

The greatest achievement of LaZerte's work at the University was the widely acclaimed transfer of teacher education from the Normal Schools to the University. As Dr. Chalmers relates, "Without the dynamic and able leadership of the forceful LaZerte, the transfer of the Normal Schools would have been delayed for years, perhaps for a generation."⁸⁰

The ambitious LaZerte, however, did not feel that his objectives of a professional preparation in the University were achieved simply by transferring training from Normal Schools to the University. He pursued a higher ideal - a university degree for every teacher.⁸¹

There is little apparent trend in Canada yet toward making university graduation a prerequisite to certification, but it may be that within the next twenty-five years that this higher requirement will be introduced. Canada is moving from frontier to front nation status. Standards that served in pioneer days may soon be judged unsatisfactory if the Canadian public is given the facts regarding the present status of our profession. Our ultimate Canadian goal should be a university degree for every teacher.⁸²

LaZerte had seen teacher education grow from a small department to a large faculty at the University. He had carried the burdens of the chief administrative post and had provided remarkable leadership through the difficult years of consolidation and expansion. He related that he "lived University work" but was determined never to take his work home with him.⁸³ His contributions were massive in light of the fact that he was the sole administrator responsible for all developments within the Faculty until his retirement in 1950.

The appointment of Dr. H.E. Smith as Dean in 1950 coincided with a reorganization of responsibilities within the Faculty. The responsibilities were considered too extensive for one man to bear. As reported by the Board of Governors, Dr. Smith incorporated three divisions to increase efficiency and harmony within the Faculty. The divisions were Secondary Education, Elementary Education and Education Psychology under the chairmanship of Coutts, McDougall and Dunlop respectively.⁸⁴ Four men were now prepared to share responsibilities for the operation of the Faculty, a position LaZerte had fulfilled with distinction for so many years.

Dr. Smith was quick to recognize the service to education provided by Dean LaZerte:

Only those who see the position of Dean of Education from the inside can have any idea of the difficulties of it. The Dean must be more than Janus-faced - that is merely a matter of

being able to look in two directions at once. He must somehow contrive to keep his eye on the general public (which usually means parents with troublesome children), on the Government Department of Education (which has always a vital interest in teacher training), on his colleagues in the teaching profession (who expect him to give their interests priority always), and, finally, on a watchful University Council interested in the maintenance of sound academic standard. The Dean has fought valiantly on all those fronts.⁸⁵

Summary

During the period from 1945 to 1950, LaZerte undertook the task of providing leadership to the new Faculty of Education. The period was characterized by a struggle of educators attempting to improve qualifications and standards depreciated by the recently concluded war. The short term programmes initiated by the Department of Education provided a serious handicap to the long range goals of the teaching profession. However, it was simply a choice of interim policy to meet the crisis of teacher shortage or long term policy with the result of empty classrooms throughout the province. LaZerte consistently campaigned for extended professional training for teachers but was realistic in providing the best training possible under the existing conditions. He used his ability as an administrator to outline the programme for the Faculty of Education and to ensure the harmonious assimilation of teaching personnel from the closed Normal Schools. He developed a close working relationship with the Calgary

Branch of the Faculty and was directly responsible for the programme offered in that city. To widen the experience of student teachers, he initiated a rural teaching programme in the Clover Bar Division and was willing to aid education throughout the province by having staff members directly contact schools and provide assistance for two months every year.

The emergence of large numbers of returned men following the war added another dimension to his work. Suitable adjustments were made to accommodate these men, who possessed far greater experience and maturity than the other freshmen.

The continuing crisis in teacher shortage was clearly diagnosed by LaZerte and remedies for the crisis were provided. The C.E.A. study focused on the problems faced by the teaching profession and gave emphasis to the conclusions that short term policy would not eliminate these problems.

LaZerte's retirement concluded a period of twenty-six years of service at the University of Alberta. The foundations and structures had been securely established and LaZerte left a record of service which could only be evaluated as very remarkable indeed.

CHAPTER VII

FOOTNOTES

- ¹ W.D.McDougall, "Improvement of Elementary Teacher Education in Alberta," Doctoral Thesis, Columbia University.
- ² Board of Governors Report, University of Alberta, 1944-1945, University of Alberta Archives, p.35.
- ³ Ibid., p.16-17.
- ⁴ Interview with Dr. B.E.Walker in Edmonton, July 19, 1972.
- ⁵ Ibid.
- ⁶ Ibid.
- ⁷ W.D.McDougall, The First Forty Years, 1927-1967, The Education Society of Edmonton, Centennial Project, p.47.
- ⁸ Board of Governors Report, University of Alberta, 1945-46, University of Alberta Archives, p.11.
- ⁹ Board of Governors Report, University of Alberta, 1944-45, University of Alberta Archives, p.35.
- ¹⁰ A.T.A. Magazine, "Compromise on Teacher Training," John Barnett, June, 1946, p.2.
- ¹¹ Ibid., p.2.
- ¹² Alberta, Department of Education, Annual Report, 1946, p.8.
- ¹³ Ibid., 1947, p.73.
- ¹⁴ Ibid., p.74.
- ¹⁵ Ibid., 1949, p.50.
- ¹⁶ Ibid., p.50.
- ¹⁷ Minutes of the Faculty of Education, November 2, 1948, University of Alberta Archives, p.98.

18 Ibid., p.98.

19 Ibid., February 1, 1949, p.110.

20 Board of Governors Report, University of Alberta, 1945-46, University of Alberta Archives, p.40.

21 Alberta, Department of Education, Annual Report 1954, p.17.

22 Interview with Dr. B.E.Walker in Edmonton, July 19, 1972.
The relaxation of admission standards was directly related to the shortage of teachers during the war. In the calendar of 1945-46, a special one year-program was prescribed to meet this emergency. Those students who, though not holding the high school diploma but having qualified for at least 85 credits, with at least "B" standing in English 2 and Social Studies 2 were admitted.

23 Alberta, Department of Education, Annual Report, 1945, p. 55.

24 Subcommittee on Education and Vocational Training of the Post-War Reconstruction Committee, "Educational-Personnel Problems in Alberta," December 1, 1943, p.10.

25 A.T.A.Magazine, "President's Column," H.C.Melsness, April, 1946, p.8.

26 President's Papers, Faculty of Education Minutes 1940-44, file, University of Alberta Archives.
Letter from President Newton to Hon.Earl Ansley, October 12, 1944.

27 President's Papers, Faculty of Education Staff, 1940-1944, file, University of Alberta Archives.
Letter from President Newton to Mr. Jones, April 12, 1944.

28 J.W.Chalmers, Schools of The Foothills Province, p.121.

29 Interview with Dr. B.E.Walker in Edmonton, July 19, 1972.

30 Minutes of the Senate, University of Alberta, May, 1948, University of Alberta Archives, p.160.

31 Post-War Reconstruction Committee, Interim Report, Submitted to the Legislature, March 10, 1944, p. 37.

32 Board of Governors Report, University of Alberta, 1945-46, University of Alberta Archives, p.11.

33 Minutes of the Calgary Branch of the Faculty of Education, May 3, 1945, University of Alberta Archives.

34 Interview with Dr. M.E.LaZerte in Edmonton, June 21, 1972.

35 Ibid.

36 A.T.A.Magazine, March, 1946, p. 19-20.
Dr. G.D.Stanley, a physician from Calgary, was a member of the University Senate from 1941-1945.

37 A.T.A.Magazine, "Official Bulletin, Department of Education" May, 1946, p.49.

38 Minutes of the Senate, University of Alberta, October 26, 1946, p.72. University of Alberta Archives.

39 Ibid., p. 73.

40 Ibid., p.73.

41 Ibid., p. 73.

42 Ibid., Senate Meeting, December 5, 1946, p.84.

43 Ibid., Senate Meeting, April 10, 1947.

44 Board of Governors Report, University of Alberta, 1946-47, p.15.

45 Minutes of the Senate, University of Alberta, April 10, 1947, University of Alberta Archives, p.143.

46 Ibid., Senate Meeting, May, 1948, p.153.

47 Ibid., Board of Governors Report, 1945-46, p.40.

48 A.T.A.Magazine, "Dr. Sansom Retires", June, 1947,
p. 25.

49 Ibid., September-October, 1947, p.41.

- 50 Minutes of the Calgary Branch of the Faculty of Education, November 7, 1945, University of Alberta Archives, p. 155.
Miss Pierce, a member of the U of A students council, visited Calgary and on her return submitted a report to President Newton.
- 51 Minutes of the Faculty of Education, University of Alberta, November 2, 1948, University of Alberta Archives, p.97.
- 52 Ibid., Faculty Meeting, May 2, 1938.
- 53 The Trail Magazine, University of Alberta, 1948, Article by J.C.Jonason, "Faculty of Education and the Clover Bar Division." Vol. VI, No. 2, p.87.
- 54 Ibid., p.87.
- 55 Ibid., p.87.
- 56 Alberta, Department of Education, Annual Report, 1947, p.8.
- 57 The Trail Magazine, op. cit. p.87.
- 58 Ibid., p.88.
- 59 Ibid., p.88.
- 60 Alberta, Department of Education, Annual Report, 1951, p.36.
- 61 Ibid.
- 62 Board of Governors Report, University of Alberta, 1947-48, University of Alberta Archives, p.45.
- 63 Ibid., p.47-48.
- 64 W.D.McDougall, The First Forty Years, 1927-1967, E.S.E. Centennial Project, 1967, p.25.
- 65 Minutes of the Senate, University of Alberta, May, 1948, University of Alberta Archives, p.180.

66 Ibid., p.181

67 Ibid.

68 Ibid., p.183.

69 Minutes of the Senate, University of Alberta, May, 1948, p.153, University of Alberta Archives.

70 Alberta, Department of Education, Annual Report, 1948, p.19.

71 The A.T.A. Magazine, "Revised regulations re certification and recommendation by the Board of Teacher Education and Certification," June 1949, p.34-36.

72 Alberta, Department of Education, Annual Report, 1950, p.8.

73 Board of Governors Report, University of Alberta, 1949-50, p.50.

74 Minutes of the Calgary Branch of the Faculty of Education, November 7, 1945, University of Alberta Archives, p.155.

75 Minutes of the Faculty of Education, University of Alberta, February 1, 1949, University of Alberta Archives, p.114.

76 Alberta, Department of Education, Annual Report, 1950, p.7.

77 Board of Governors Report, University of Alberta, 1950-51, p.50.

78 Interview with Dr. LaZerte in Edmonton, February 15, 1972.

79 Ibid.

80 New Trail Magazine, "Educating Alberta's Teachers", B.E.Walker, Autumn, 1971, p.12.

81 M.E.LaZerte, Teacher Education in Alberta, Toronto: W.J.Gage and Company Limited, 1950, p.47-48.

82 Ibid.

83 Interview with Dr. LaZerte in Edmonton, June
21, 1972.

84 Board of Governors Report, University of Alberta,
1950-51, p.50.

85 The A.T.A. Magazine, "Retiring Dean," John Mac-
donald, April, 1950, p.47.

CHAPTER VIII

SUMMARY AND CONCLUSION

The writer believes that this thesis has documented the contribution made to education in Alberta by M.E. LaZerte during his career as school teacher, school inspector, Director of the School of Education, Principal of the College of Education, and Dean of the Faculty of Education. LaZerte had great concern for teaching and demonstrated by his action his desire to place teaching on a plane equivalent to other learned professions. Foremost among his convictions was that a university education was a prerequisite to professional status and recognition. Such training for all teachers in Alberta became a reality at the eleventh hour of his career and contributed to his stature as an educational leader in Canada.

LaZerte used his wealth of experience in education to chart the course of teacher preparation in the province. He relied on several aspects of his personal experiences to forge new programmes for aspiring teachers. The most significant influence in the direction of teacher training in the University resulted from LaZerte's study in Chicago under Charles Judd. His conclusions were incorporated into education for teachers in Alberta. The major innovation involved a complete departure from the practices of teacher training at the Normal Schools. Thereafter

teacher education was based on a firm foundation of psychological and philosophical principles. Students were provided with the intellectual tools with which to analyze classroom and individual student problems in light of scientific studies completed on the problems at hand. It was LaZerte's conviction that students would become competent teachers by their exposure to sound principles of education. The practical applications of these principles would be determined by each teacher according to the circumstances of his or her teaching environment. This approach de-emphasized methodology, which had been a primary concern at the Normal Schools.

Its success was directly related to the length of time spent in the scholarly and systematic pursuit of knowledge at the University. LaZerte, throughout his career, was convinced that a university environment was essential for the successful training of an enlightened teaching force. In Alberta, however, teacher training had been firmly established in the Normal Schools. The Department of Education had been the dominant force involved in the selection of teaching personnel, the curriculum, the methodology of teaching, and the conditions of certification. From this perspective it is difficult to imagine how LaZerte was able to overcome the power of tradition and to convince effectively the people of Alberta of the increased benefits of university education for teachers.

The A.T.A., under the forceful leadership of John Barnett, was undoubtedly LaZerte's greatest ally in his resolve to improve education. The Alliance, during its early years, was vocal in its demands for professional status for teachers, and its insistence on University involvement in teacher education lent support to LaZerte's objectives. Throughout the 1920's, A.T.A. resolutions and articles regularly appeared, admonishing the Department of Education and the University of Alberta to provide a Faculty of Education on the campus. The persistence of the teachers' organization resulted in the first step in teacher education at the University, when the University opened a School of Education for candidates already possessing a university degree. The venture was under the scrutiny of the Liaison Committee representing both the Department and the University.

The new School of Education did not immediately make a deep impact on the teaching force of the province. The high standard of admission and difficult course of instruction produced highly trained teachers; however, the number of graduates was small in the overall programme of teacher education in the province. LaZerte and his colleagues at the School of Education were producing competent teachers who were facing discriminatory restrictions due to established Government policy. Not only was the length of university a sacrifice in time and money for

teachers, but the graduates were restricted to teaching above grade six level, whereas graduates from Normal School could enjoy the benefits of a short period of training, small investment of money (often obtained through loans for Normal School students), and opportunity to teach in any grades of the schools. This situation gave rise to a division in responsibility for training teachers between the University and the Normal Schools.

The second stage in university preparation of teachers began with the policy that after 1937, the Normal School training would no longer prepare a student to teach in the high schools of the province. The expected upsurge in attendance at the School of Education did not, however, materialize and the high schools of the province faced an acute shortage of teachers. Thus, Normal School graduates continued to teach high school even though they were prepared only for the elementary and intermediate grades.

Certificates and Diplomas Issued by the School
of Education and the Provincial Normal Schools
1937-1941

Session	School of Education*	Provincial** Normal School
1937-38	29	326
1938-39	25	417
1939-40	28	558
1940-41	39	475

*From the Convocation Programmes, U. of A., 1937-1941.

**From George Mann, "Alberta's Normal Schools, 1905-1945," M.Ed. Thesis, 1961, Table LXXI, P. 263.

Probably the static enrolment in the School of Education was, at least in part, a direct result of its very structure. In order to meet the quota of required high school teachers it became apparent that a faculty organization was required to replace the existing School. From the documents available, it can be determined that the A.T.A. renewed its lobbying for a Faculty. The significant change under such a programme would be in the entrance requirements. LaZerte had maintained that entrance requirements for the proposed Faculty should be the same as those for the other faculties. Such an arrangement would provide the opportunity for prospective teachers to begin their preparation after completion of the matriculation requirements. The A.T.A. Submission of 1938 was not, however, accepted, but in 1940, the status of the School of Education was changed to that of a College. The change enabled students to register in Education in their first year at University.

The College of Education may have appeared to be the final stage in the evolution of teacher preparation at the University, certainly Colleges of Education were very popular in the United States. The unfortunate incident of 1941, when Premier Aberhart was denied an honorary degree at the University, was, however, a critical event in the history of teacher education at the University. The resulting Survey Committee recommendation for the

establishment of a Faculty was accepted by the University and LaZerte was appointed the first Dean.

Although Education at the University had thus become an independent Faculty, teacher training was still being given in the Normal Schools of Edmonton and Calgary. From the University Survey Committee and the Post-War Reconstruction Committee a most crucial proposal emerged: that all teacher training be integrated under the Faculty of Education at the University. This idea had long been LaZerte's objective and he was the central figure in the negotiations to see the project successfully to its conclusion. In the summer of 1944, a trial run was undertaken and in the fall of 1945, teacher education was permanently established under the direction of the Faculty of Education.

The evolution of teacher education at the University was a slow process wrought with difficult decisions and often with heated opposition. The integration scheme would not have been possible without the understanding and cooperation of three men. Dr. LaZerte, who represented the University; Barnett, who represented the A.T.A. and Newland, who represented the Department of Education, were able to formulate an acceptable platform from which to launch the Faculty of Education. Opposition from within the University, the Department of Education and the Normal Schools had to be overcome. The scheme would not have been possible had not the various factions overlooked self-

interests and concentrated on the ultimate goal of enhancing the status of the teaching profession. LaZerte was willing to stake his reputation and popularity on the principle of university education for all teachers. To justify the confidence shown in his ability by the Department of Education, he piloted the Faculty of Education through the difficult years following integration, leaving behind a sound organization located at the University of Alberta with a branch located in Calgary.

The mark of LaZerte is evident at the University of Alberta today. A tremendous expansion of educational research is evident in the graduate programmes, which include M.Ed. and Ph.D. degrees. Teachers now require a minimum of three years at the University before being certified to teach, and teachers are gradually becoming accepted as a professional group. Without LaZerte's contributions, all these changes may not have been possible and certainly would not have been realized when they were.

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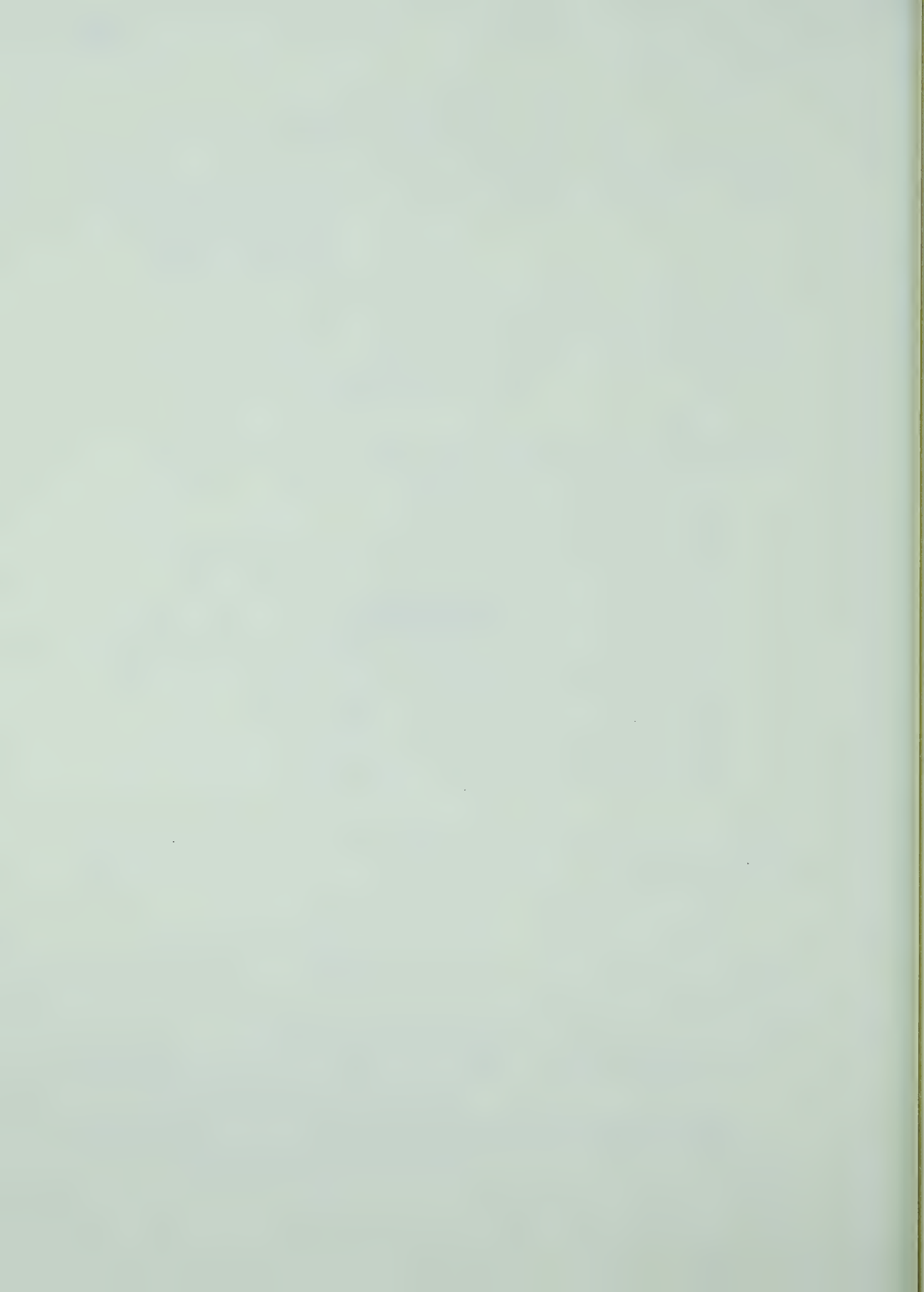
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APPENDICES



APPENDIX A

EDUCATION SOCIETY OF EDMONTON

Edmonton, Alberta

January 25, 1928

Dear Sir:

The Education Society of Edmonton is a group of experienced educationists who believe in progressive educational policies, and who advocate, amongst other measures of reform, the establishment of a Faculty of Education at the University of Alberta with a minimum five-years' course for graduate teachers. Such a course will comprise the academic subjects leading to the B.A. degree, together with the professional training, which will be taken during the last three years of the course.

It is imperative that the modern teacher should know his business thoroughly. Our rural schools require a better type of organization; our town and city schools are expanding rapidly; and as the industrial resources of our province are developed, still further demands will be made upon our educational system. This increasingly complex organization will require more supervision by educational experts; and since our University is equipped to give an advanced type of teacher training, of a kind which cannot adequately be done elsewhere, we consider that the time is now opportune for placing education among the major learned professions, by establishing a

Faculty of Education at the University of Alberta.

The advantages of this advanced type of teacher training are, as we view the matter, the following:

(1) There will be greater efficiency in teaching because of the longer period of training: five-years' course would be a minimum requirement for a graduate teacher.

(2) The University-trained teacher will become familiar with research methods, and will be enabled to abstract and isolate the particular difficulties which confront his pupils in the various subjects of the curriculum. He will be a trained specialist, competent to diagnose learning difficulties, and to devise appropriate remedial procedures. He will be trained to observe how children do learn, and to find out why they do not when they fail.

(3) This proposed course of training will supply the need in the larger rural schools and in town schools, for teachers who are adequately equipped to assume the responsibility of directing and supervising the work of teachers under their charge. Many of our towns are looking for principals who are trained in the technique of supervision.

On this important subject we should be glad to have the privilege of addresssing further communications to you. In the meantime, we invite you to consider the question

on its merits, trusting that you will use your influence with us in urging upon the Government and Legislature the desirability of establishing at our Provincial University a five-year professional training course for graduate teachers.

Respectfully yours,

The Education Society of Edmonton

A.E. Rosborough, President

APPENDIX B

DEMONSTRATORS WHO ASSISTED AT THE SCHOOL OF EDUCATION

1930-1931

Ross Stanley Sheppard	Mathematics
Harold Eaid Tanner	Science
John George Niddrie	Classics
James Alexander Younie	Science
Harold Russel Leaver	English
Cedric Oliver Hicks	Mathematics
Delbert Llewelyn Shortcliffe	Modern Languages
Kathleen Teskey	Mathematics
Elmer Lavinius Luck	English
Mary Roberta Crawford	History

1931-1932

Three additional demonstrators

Ernest Elmer Hyde	History
Henry John Towerton	Physics and Chemistry
Robert Wesley Hedley	Special Lecturer in Art

1932-1933

Maimie Shaw Simpson replaced Elmer Luck as demonstrator in English.

1933-1934

Three demonstrators were added.

Miriam Bowman	French and Art
Edith Forester	English
Lillian Munro	History

1934-1935

Same fifteen demonstrators.

1935-1936

Another addition.

Matthew John Hilton	Geography
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1936-1937

Additions

Roland Vivien Clark	Chemistry
Duncan Rudolf Innes	History
George William Robertson	Mathematics

1937-1938, 1938-1939, 1939-1940 lists of demonstrators
not available.

APPENDIX C

BOARD OF TEACHER EDUCATION AND CERTIFICATION APPOINTED

Edmonton, Thursday, January 4, 1945

His Honour the Lieutenant Governor, by and with the advice of the Executive Council, has been pleased to order (pursuant to the provisions of section 7 of the Department of Education Act, being Chapter 10 of the Revised Statutes of Alberta, 1942);

1. (a) That there be appointed a Board of Teacher Education and Certification, consisting of thirteen members, of whom five shall represent the Department of Education, five shall represent the University of Alberta, and three shall represent the Alberta Teachers' Association.

(b) That the said five representatives of the Department of Education, shall be the Supervisor of Schools and the Chief Inspector of Schools, together with three other members of the Department's staff, appointed by the Minister of Education.

(c) That the said five representatives of the University of Alberta, shall be the Dean of the Faculty of Education and the Assistant Dean of the Faculty or other supervisory Head of the Teacher-Training Department in the University of Alberta, at Calgary, together with three representatives of the University of Alberta, appointed by the University.

(d) That the said three representatives of the

Alberta Teachers' Association, shall be the President of the said Association and the General Secretary-Treasurer of the said Association, together with one member of the said Association, appointed to the Board by the Minister of Education.

2. That it shall be the duty of the Board and that the Board shall have the power,-

(a) To prepare for recommendation to the Minister a programme for the training of teachers in the Province of Alberta; to outline the general principles which shall govern such programme; and to specify the end results required from such programme.

(b) To consider and review, both as a whole and in any or all of its phases, the detailed instructional programme for the undergraduate training of all teachers in the Faculty of Education of the University of Alberta at Edmonton and/or Calgary, including the subject-matter of all courses of instruction; and to report and recommend thereon to the Minister of Education.

(c) To receive and consider recommendations of the Faculty of Education Council relating to the said instructional programme.

(d) To make recommendations to the Faculty of Education Council respecting the graduate training of teachers.

(e) To require each year, at the time when the annual estimates of expenditure for the University are

prepared, that the Dean of the Faculty of Education submit to the Board a copy of the estimates for the ensuing year which cover proposed expenditures in the said Faculty for staff salaries, operation of plant, equipment and libraries; and to consider and review such estimates, and report and recommend thereon to the President of the University;

(f) To lay before the President of the University proposals for staffing adequately the Faculty of Education at the University of Alberta, both at Edmonton and Calgary; and to recommend to the President from time to time persons suitable for appointment to the staff of the said Faculty of Education at Edmonton and at Calgary.

(g) To determine for recommendation to the Minister of Education the types of certification of Alberta teachers; to fix for recommendation to the Minister the requirements for each and every class of type of Alberta Teacher's certificate; and to recommend for certification to the Minister all persons whose training and qualifications meet such requirements.

(h) To evaluate and appraise the professional qualifications and standing of all teachers seeking Alberta certificates whose diplomas or certificates were not obtained in Alberta, and to report thereon to the Minister of Education.

(i) To devise and prepare for recommendation to

the Minister of Education all regulations governing the certification of teachers in Alberta.

(j) To advise the Minister of Education in all cases involving suspension or cancellation of a teacher's certificate; and in all cases where interpretation or application of the regulations governing certification is under dispute; and in all matters relating to the professional education of teachers, or touching the prestige and welfare of the teaching profession.

3. That it shall be the duty of the Board to meet at least twice each year, and as often as the Board may find necessary.

4. That seven members of the Board shall constitute a quorum, of which number two at least shall be representatives of the Department of Education, two at least representatives of the University, and one at least a representative of the Alberta Teachers' Association.

5. That members of the Board not residing in Edmonton shall be entitled to reimbursement for travelling and subsistence expenses incurred through attendance at meetings of the Board.

APPENDIX D

NEW ACADEMIC STAFF OF THE FACULTY OF EDUCATION, 1945-46

G.M. Dunlop
O.M. Fisher
G.W. Gilles
G.K. Haverstock
G.S. Lord
H.A. Macgregor
G.F.L. Manning
W.D. McDougall
J.M. Scott
G.K. Sheane
R.A.E. Chittick
A.C. Doucette
A.W.E. Eriksson
I.H. Ingram
E.A. Hastie
G.C. Higgin
J.C. Jonason
Z.J. Oliver
G. Twomey
T.G. Finn
M.I. Grant

Taken from the Board of Governors' Report for the year
1944-1945.

APPENDIC E

MEMORANDUM OF AGREEMENT

(As concluded between the Minister of Education and the Governors of the University of Alberta.)

WHEREAS by virtue of Section 7 Subsection (d) of the Department of Education Act being Chapter 10 of the Revised Statutes of Alberta, 1942, the Minister of Education with the approval of the Lieutenant Governor-in-Council shall have power to make provision for the training of teachers and

WHEREAS the Provincial Legislature under the provisions of the Appropriation Acts makes an annual grant to the University of Alberta;

NOW THEREFORE the Minister of Education of Alberta and the Governors of the University of Alberta agree as follows:

1. Subject to the Minister's control of policy for the training of teachers, the Governors of the said University shall provide in the Faculty of Education of the said University for such programmes and courses of instruction and training for teachers as may be required by the Minister and agreed to by the Governors for the certification of teachers in the elementary, intermediate and high-school grades of Alberta schools.

2. The said programmes and courses of instruction and training for teachers shall not come into effect until

they are approved by the Lieutenant-Governor-in-Council on report of the Minister of Education.

3. By arrangement between the Minister of Education and the President of the University, the work done in the Faculty of Education of the University, and in the observation and practice schools in connection therewith, shall be open at any time to visitation and inspection by an inspector of schools, or such other person or persons as may be designated for that purpose by the Minister.

4. The certificates from the Department of Education shall be awarded by the Minister to teachers-in-training at the Faculty of Education upon the report of the Dean of the Faculty of Education and of the Board of Teacher Education.

5. Principals of the Edmonton Normal School and of the Calgary Normal School, and the instructional, library and office staffs of the said Normal Schools, shall be employed by the Governors of the University as members of the staff of the Faculty of Education, and moreover on the following terms and conditions:

- (i) There shall be guaranteed to each of them respectively his present salary in respect of amount, rate and place on the schedule of salaries now paid to them, which is hereunto annexed as "Schedule A" without any intermission or abatement whatsoever, together with such further increments of salary as are provided in the said schedule.
- (ii) The status, rights and accrued benefits now enjoyed by each of them, respectively, under

the provisions of the Superannuation Act, being Chapter 35 of the revised Statutes of Alberta, 1942, shall in no way be disturbed or affected by the transfer of their services from the Normal Schools to the Faculty of Education of the University, and to each of them, respectively, shall be guaranteed such further rights and benefits as may accrue to him under the provisions of the said Act.

6. The Minister of Education shall place at the disposal of the Governors of the University such buildings, plants, equipment and other physical assets as are now used by the Normal Schools and the Department of Education's Summer School for Teachers, on such terms and conditions as may be agreed upon between the Minister of Education, the Minister of Public Works and the Governors of the University.

7. This Agreement shall remain in force from year to year, subject to cancellation by notice in writing from either party to the other at least one year before the cancellation is to become effective.

DATED at Edmonton this _____ day of November, 1944.

(Signed) _____

The Minister of Education
for Alberta

Witness (Signed)

The Governors of the University
of Alberta

Witness (Signed)

Chairman

APPENDIX F

STAFF PROJECTS IN EDUCATIONAL RESEARCH

The following is a summary of what has been accomplished to date:

(1) A remedial reading programme under the direction of Miss Newton is in progress in a rural school, where such assistance was urgently needed.

(2) The latest revision of the Elementary Programme of Studies suggests that parallel activities in science may be carried on in schools when difficulty is encountered in introducing sufficient science work into the main enterprise that the pupils are developing. Assistance in conducting such a parallel activity in science in a rural school has been given by Mr. H.A. MacGregor and by the Geology Department of the University of Alberta.

(3) A suggested timetable, to meet the needs of rural schools, in the light of recent changes in the elementary programme, has been prepared by Mr. G.K. Haverstock for trial and adaptation in several rural schools.

(4) Miss E.A. Hastie is assisting an inexperienced teacher in a rural school with the planning and developing of a health enterprise.

(5) An English survey has been started by Mr. H.T. Coutts and a committee of senior Education students in a five-room high school in the division. A remedial programme, based on findings of this survey, will be

undertaken during the spring term.

(6) Two guidance clinics under the direction of Dr. H.E. Smith are under way at the present time, one in the senior room of a two-room rural school, and one in a three-room high school. Committees of senior education students are assisting Dr. Smith. The Director of Guidance of the Department of Education, Mr. A.A. Aldridge, is also associated with the work of these guidance clinics.

7. Special assistance has been given by other instructors in the fields of teaching English, music, physical education and social studies when these instructors paid informal visits to various schools in the division.

The New Trail, University of Alberta, 1948, Volume VI, No. 2, pp.87-92.

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